


Walton Priory Middle School - Y6 English - Reading Assessment Grid

	Y6 Emerging 10-12	Y6 Developing 13-15	Y6 Secure 16-18	Y6 Mastery 19-21	Y6 Exceptional Performance 22-24
Independent Reading	<ul style="list-style-type: none"> I can read some texts appropriate for my age. I can discuss what I have read with others and begin to offer recommendations. With help, I can learn simple poems by heart. I can start to pose questions for myself as I read. 	<ul style="list-style-type: none"> I can read some texts appropriate for my age quite fluently and say why I have liked them. I can share my views on a book I have read, recommending it to other readers and giving reasons to support my choices. I can learn some more poems of different types by heart. I can start to pose questions for myself as I read and with help look for the answers in the text. 	<ul style="list-style-type: none"> I can read a wide range of different texts fluently and discuss them with others afterwards. I can discuss my reading with others, contributing positively, listening thoughtfully, offering and accepting challenges respectfully. I can prepare and present a play script or a poem and use my voice, expression and gestures to gain and hold the attention of listeners. I can pose questions for myself as I read and continue reading to find the answers to them. 	<ul style="list-style-type: none"> I choose and read books independently and enthusiastically, including some books thought to be challenging for my age group. I can talk about my reading in a variety of ways, including formal presentations and debates, and I can keep my focus when I am speaking, using notes to help me. I can confidently prepare and present a play script or a poem and use my voice, expression and gestures effectively to gain and hold the attention of listeners. I can pose questions for myself as I read and continue reading to find the answers, making wider connections to ideas or themes as I read. 	<ul style="list-style-type: none"> I can read widely, fluently and independently I can read with meaning, drawing on inference and deduction; I can “read between the lines.
Reading Across the Curriculum	<ul style="list-style-type: none"> With help, I can read a non-fiction text and find answers to questions or complete given tasks. I can use a dictionary to find out the meanings of any words I do not know. I am able to sum up what I have read. With help I can identify whether information is a fact or opinion. 	<ul style="list-style-type: none"> I can read a non-fiction text and find answers to questions or complete given tasks. I can use a dictionary to find the meaning of any unfamiliar words. I can identify the main ideas in a text and sum up the important points. I can identify whether information is a fact or opinion. 	<ul style="list-style-type: none"> I can read a non-fiction text and find answers to questions or complete given tasks confidently. I can monitor my reading for sense and go back to make sure of anything that confuses me, exploring what an unfamiliar word means in its context after looking it up. I can identify what the main ideas in a longer text are and summarise them in a few sentences using quotations to support my summary. I can identify whether a writer is sharing a fact or offering an opinion. 	<ul style="list-style-type: none"> I can read a non-fiction text and find answers to questions I posed before I read it, and I can make notes to record the information I learnt. I can use everything I have learnt about how affixes are added to root words to read and understand unfamiliar words I encounter. I can summarise effectively and choose well-selected quotations to support my summary. I can identify whether a writer is sharing a fact or offering an opinion giving evidence to support my view. 	<ul style="list-style-type: none"> I can read a variety of non-fictions texts with confidence and find answers to more complex questions. I can use a variety of strategies to work out the meaning of unfamiliar words.
Responding to Reading	<ul style="list-style-type: none"> I can identify how texts are organised into different themes. E.g. fiction, non-fiction, poems, myths. I can make simple inferences and predictions from the text read. I can identify some interesting uses of language in texts and start to make some comments on how language affects the reader. 	<ul style="list-style-type: none"> I can talk about books and texts, categorising them into traditional tales, myths, legends, modern fiction, our literary heritage and books from other cultures and traditions. I can predict what I think is going to happen next in a story based on what has happened so far and hints the writer has given me. I can identify some interesting uses of language in texts and make some comments on how language affects the reader. I can give some examples from the text. 	<ul style="list-style-type: none"> I can compare events, themes and characters within and between books, finding and explaining similarities. I can infer from clues the writer has given me to work out why characters do and say the things they do, and I can explain how I worked this out. I can identify and discuss language a writer has used to have an impact on the reader, including figurative language (simile, metaphor, personification), and explain the impact on me as a reader. I can make predictions from the text that I have read. 	<ul style="list-style-type: none"> I can recognise a theme within a piece of writing and I can recognise and name some common conventions used in writing. I can confidently infer from clues the writer has given me to work out why characters do and say the things they do, and I can explain how I worked this out with evidence from the text. I can identify how the language, structure and presentation of a text contribute to meaning (e.g. specialist vocabulary, headings and sub-headings, diagrams, charts and maps in non-fiction texts), and explain how these impact on the reader. 	<ul style="list-style-type: none"> I can give thorough, developed interpretations of the text and show clear understanding of implicit meanings. I can select a range of well-judged, relevant quotations and use subject terminology accurately throughout. I can clearly and consistently explain the effects of the writer’s language in detail. I can clearly and consistently explain the effects of the writer’s structure in detail. I can explain clearly, consistently and in detail how methods are used by the writers.