

Green Lane CE Primary School 2018-19 Reading: Stage 3

Assessment Criteria for Reading: Stage 3 (ORT Stages 9-11)

Name:		Class:	Year:	Date	Date	GREEN when secure
Starting Level:	Target:	End Level:				
<b>Word Reading</b>						
WR1	I can read applying my knowledge of root words, prefixes and suffixes (listed in scheme of work) both to read aloud and understand the meaning of new words					
WR2	I can read longer words with support and test out different pronunciations					
<b>Comprehension</b>						
<b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b>						
C1	<u>I can listen attentively and participate in discussion about a wider range of longer and more challenging fiction, poetry, plays, non-fiction and reference books expressing views and preferences.</u>					
C2	<u>I can independently read books that are structured differently for a range of purposes. I can show some awareness of the various purposes for reading.</u>					
C3	I can independently demonstrate familiarity with a wide range of age appropriate books retelling some of these orally.					
C4	I can identify and discuss themes such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales					
C5	<u>I can independently read aloud and perform poems and play scripts, showing intonation, tone, volume and action.</u>					
C6	I can identify and name some different forms of poetry <i>e.g. free verse, narrative poetry.</i>					
C7	I can use a dictionary independently to check the meaning of words I have read.					
C8	I can understand what I have read in books independently by checking that the text makes sense and self-correcting if I have misread.					
C9	I can ask questions to improve my understanding.					
C10	<u>I can identify the main ideas in paragraphs and can summarise, including the main points.</u>					
C11	<u>I can justify my opinions referencing the text.</u>					
C12	<u>I am beginning to use inference and read 'between the lines' when independently reading and draw on my experience of similar texts to predict what might happen next</u>					
C13	I can identify words or phrases that interest me from my reading and say why: e.g. The names of the games they play, like sneedball, make me want to join in.					
C14	<u>I can use the contents pages and indexes to locate information</u>					

<p><b>3B</b> Working <b>BELOW</b> 0 – 2 <b>3B+</b> <b>BELOW</b> <b>WORKING</b> <b>TOWARDS</b> 3 – 5</p>	<p><b>3W</b> <b>WORKING TOWARDS</b> National Standard 6 – 9</p>	<p><b>3W+</b> <b>WORKING AT THE NATIONAL</b> <b>STANDARD</b> Must include all underlined KO's 10 – 12</p>	<p><b>3S</b> <b>SECURELY WORKING AT</b> <b>NATIONAL STANDARD</b> Must include all underlined KO's 13 – 14</p>	<p><b>3S+</b> <b>SHOWING</b> <b>GREATER</b> <b>DEPTH</b> 15 - 16</p>
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