

Henleaze Junior School	Henleaze Junior School	Henleaze Junior School	Henleaze Junior School
Assessment Framework	Assessment Framework	Assessment Framework	Assessment Framework
Non-negotiable expectations	Non-negotiable expectations	Non-negotiable expectations	Non-negotiable expectations
Reading	Reading	Reading	Reading
By the end of Year 3 children should be able to	By the end of Year 4 children should be able to	By the end of Year 5 children should be able to	By the end of Year 6 children should be able to
Word Reading – Decoding	Word Reading – Decoding	Word Reading – Decoding	Word Reading – Decoding
Read KS1 key words and high frequency words from the Year 3/4 bank on sight.  Decode unfamiliar words using appropriate strategies such as blending sounds and knowledge of root words.	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud.  Understand the meaning of words in context.	Read fluently, using their knowledge of phonics, etymology and morphology to pronounce words they have not met before.	Work out the meaning of words from the context.
Range of Reading	Range of Reading	Range of Reading	Range of Reading
Read, listen to and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks.	Read, listen to and discuss a range of age appropriate texts and express opinions, justifying them by reference to the text.	Regularly read a range of age-appropriate genres and compare texts, expressing preferences.	Regularly read a range of age-appropriate books with confidence and fluency (including whole novels).
Poetry and performance			Poetry and performance
Read aloud with fluency.			Read aloud with intonation that shows understanding.
Understanding	Understanding	Understanding	Understanding
Understand what they read (in books they can read independently) by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.	Understand what they read, in books they can read independently, by identifying main ideas drawn from more than one paragraph and summarising these.	Understand what they read by checking that the text makes sense to them, summarising main ideas drawn from throughout the text, and identifying the key details that support the main ideas.	Summarise main ideas, identifying key details and using quotations for illustration.
Inference	Inference	Inference	Inference
Infer characters' feelings, thoughts and motives from their actions.	Infer characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.	Draw inferences and make predictions from their independent reading of age-appropriate texts and explain thinking, giving examples from different points in the text to support their opinion.	Explain and discuss their understanding of what they have read, drawing inferences and making predictions and justifying these with evidence.
Prediction			
Predict what might happen from details stated and implied.			
		Authorial Intent	Authorial Intent
		Identify how choices about language, structure and presentation contribute to meaning.	Evaluate how authors use language, including figurative language, considering the impact on the reader.
Information retrieval	Information retrieval	Information retrieval	Information retrieval
Retrieve and record information from age-appropriate non-fiction and fiction.	Retrieve and record information from texts, extracting explicit facts.	Distinguish between statements of fact and opinion.	Retrieve information from texts and interpret it.