

Standards in Reading : YEAR SIX

Taken from Chris Quigley's Depth of Learning and adapted to meet the needs of Ashdene Primary School.

Standard	Cognitive Challenge	Nature of Progress	Typically Pupils Will...	Predominant Teaching Style
Working Towards Expected Standard (WT)	Low level cognitive demand. Involves following instructions.	Acquiring	name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.	Modelling Explaining
Working at Expected Standard (WA)	Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.	Practising	apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.	Reminding Guiding
Exceeding/Working in Greater Depth	Cognitive demands are complex and abstract. Involves problems with multi-steps or more than one possible answer. Requires justification of answers.	Deepening Understanding	solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove.	Coaching Mentoring

Assessment criteria for Reading : YEAR SIX

Note: Independently or 'without support' means – Choosing to by oneself not when asked.

Learning Objective	Key Milestone Indicator(s)	Working Towards The Expected Standard Some of the following features will be seen	Working At The Expected Standard (WA) Most of the following features will be seen.	Exceeding The Expected Standard/Greater Depth (Exc) All of the following features will be seen.
To read words accurately	Apply knowledge of root words, prefixes and suffixes.	Begins to apply a knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.	Generally, applies growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.	Independently, applies in depth knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.
	Read age-appropriate books with confidence and fluency (including whole novels). [1]	Fluency is beginning to show.	Novels are read fluently. [1]	Longer novels and complex texts are read fluently.
To understand texts	Recommend books to peers, giving reasons for choices.	With the support of a teacher, expresses a personal viewpoint and response to a text; giving simple reasons for choices. Sometimes refers to text when explaining views.	Expresses a personal viewpoint and response to a text, giving reasons for choices and recognising its effect on a reader. Refers to the text when explaining views.	Without support, expresses a personal viewpoint and response to a text giving reasons for choices and recognising its effect on a reader. Refers to the text when explaining views and relates to a wider context of literature and experiences.
	Identify and discuss themes and conventions in and across a wide range of writing.	With the support of a teacher, begins to identify main themes across a range of writing and is able to discuss them; for example, loss and heroism. With the support of a teacher, begins to identify the conventions of different types of writing; such as, the use of the first person in writing diaries and autobiographies.	Generally, identifies main themes across a wide range of writing and is able to discuss them; using reference to the text(s); for example, loss and heroism. Identifies and discusses the conventions of different types of writing; such as, the use of the first person in writing diaries and autobiographies.	Independently, identifies main themes and conventions across a wide range of writing and is able to discuss them confidently, using reference to the text(s). Without support, identifies and discusses the conventions of different types of writing; such as the use of the first person in writing diaries and autobiographies.

	<p>Make comparisons within and across books. [9]</p>	<p>With the support of a teacher, begins to notice and discuss simple comparisons within and across books, for example, genre, theme and plot.</p>	<p>Generally, makes comparisons within and across books, for example, themes, genre, plot, characters setting and organisational devices etc.[9]</p>	<p>Compares and contrasts the styles of different writers and poets, giving examples from the text(s) without support.</p>
	<p>Learn a wide range of poetry by heart.</p>	<p>Learns some poetry by heart in order to recite aloud. May need prompting throughout recital.</p>	<p>Learns a range of poetry by heart in order to recite aloud.</p>	<p>Learns a wider range of poetry by heart in order to recite aloud.</p>

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	Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. [2]	With the support of a teacher, begins to prepare and perform poems and plays aloud; showing some understanding of the text through intonation, tone, volume and action.	Prepares and performs poems and plays aloud; showing understanding of the text through intonation, tone, volume and action. Beginning to show an awareness of audience when preparing and performing. [2]	Prepares and performs poems and plays aloud; showing understanding of the text through intonation, tone, volume and action. Shows awareness of audience; for example, varying expression to show different characters' voices.
	Check that the book makes sense, discussing understanding and exploring the meaning of words in context. [3]	When reminded, re-reads and reads ahead to determine meaning. Generally, uses knowledge of known words to read unknown words. Begins to show that they understand what has been read by checking that the book makes sense to them.	Beginning to use a range of strategies to read appropriate texts fluently and accurately. Generally, applies spelling, grammar and punctuation knowledge to read confidently with appropriate phrasing and intonation. Generally, show that they understand what they read by checking that the book makes sense to them. [3]	Independently applies a full range of strategies to read a range of texts fluently and accurately. Independently, demonstrates that they understand what they read by checking that the book makes sense to them.
	Ask questions to improve understanding.	With the support of a teacher, asks relevant questions to improve understanding.	Asks questions to improve understanding. Is able to generate questions about the text to improve understanding.	Asks timely and relevant questions to improve understanding. Without support, is able to generate questions about the text in order to improve understanding.
	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. [4]	Begins to infer meaning using evidence from the text, but may need prompts to offer more in depth responses.	In responding to a range of texts, shows understanding of significant ideas, themes, events and characters, beginning to use inference and deduction. Refers to text when explaining views. [4]	Distinguishes between implicit and explicit points of view independently. Without support, explains how messages, moods, feelings and attitudes are conveyed in poetry and prose; using inference and deduction and makes reference to text.
	Predict what might happen from details stated and implied. [5]	Uses knowledge of structure/content of a text in order to make or confirm predictions.	In a range of texts uses structure and/or content to make predictions; referring to the text to support views. [5]	In a range of texts uses structure and/or content to make predictions, effectively supported with relevant references to the text to explain views.
	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. [7]	With the support of a teacher, locates relevant information in a text and draws out the key details to summarise the main ideas.	Generally, locates relevant information in a text and draws out the key details to summarise the main ideas. Beginning to use quotes, or references to support response. [7]	Independently, locates relevant information in a text and draws out the key details to summarise the main ideas. Independently, locates information effectively and supports responses with relevant references to the text.
	Identify how language, structure and presentation contribute to meaning.	With the support of a teacher, identifies features of different fiction genres, for example, science fiction, adventure, myths and legends etc. With the support of a teacher, identifies structure and language features of a range of non-fiction text types, for example, subtitles and headings in explanations and recounts and emotive language in persuasion.	Recognises and uses knowledge of structure and language features of both fiction and non-fiction text types in order to support understanding when reading.	Comments on genre specific language and explains how it supports the writer's theme or purpose. Explains impact and effectiveness of structural devices.

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	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. [8]	With the support of a teacher, understands the difference between literal and figurative language. Begins to refer to language and theme when justifying their views. Comments on the effectiveness of the author's language to create mood and build tension.	Discusses and evaluates how authors use language and the impact on the reader. Generally, understands the difference between literal and figurative language. Comments on its effectiveness and its impact upon the reader. Identifies and describes style and technical terms of individual writers or poets; for example, metaphor, simile, analogy, imagery, style and effect. [8]	Independently, explains effectiveness and impact on the reader of the writer's language choices. Recognises when a word or phrase has more than one layer of meaning. Refers to language and theme when justifying views and identifies and describes style and technical terms of individual writers or poets, for example, metaphor, simile, analogy, imagery, style and effect. Selects sentences, phrases and relevant information to support their view without support.
	Retrieve and record information from non-fiction. [6]	With the support of a teacher, locates information in non-fiction texts by beginning to use appropriate skills; for example, non-fiction features such as headings and subtitles, skimming, scanning, text marking and by using ICT resources. Begins to record information appropriately.	Quickly retrieves and records information from non-fiction, using the structure of the text to support. Uses skills of skimming, scanning and text marking to locate relevant information. Generally, records information from non-fiction text appropriately. [6]	Retrieves and collates information effectively from a range of sources without support. Responses are supported by appropriate references to the text. Without support, records information from non-fiction text appropriately.
	Participate in discussion about books, taking turns and listening and responding to what others say.	With the support of a teacher, participates in discussion about books, taking turns and responding to what others say. With prompts, can discuss personal viewpoints in response to a text. With the support of a teacher, refers to the text when explaining views.	Refers to text when explaining views and generally participates in discussion about books, taking turns and responding to what others say. Discusses personal viewpoints confidently in response to a text.	Refers accurately to the text when explaining views, adeptly using it to justify viewpoint. Independently, participates in discussion about books, taking turns and responding to what others say. Independently, makes links to other known texts.
	Distinguish between statements of fact and opinion.	With the support of a teacher, begins to distinguish between statements of fact and opinion. For example, distinguishing between established facts and personal viewpoints.	Generally, distinguishes between statements of fact and opinion. For example, distinguishing between established facts and personal viewpoints.	Independently, distinguishes between statements of fact and opinion. For example, distinguishing between established facts and personal viewpoints.
	Provide reasoned justifications for views.	With the support of a teacher, begins to find reasons to justify a viewpoint.	Generally, is able to provide reasoned justifications for views and uses evidence to support.	Independently, provide reasoned justifications for views, using a range of evidence to support.