

**Standards in Reading : YEAR FOUR**

**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
<b>Working Towards Expected Standard (WT)</b>	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
<b>Working at Expected Standard (WA)</b>	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
<b>Exceeding/Working in Greater Depth</b>	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 FOUR

**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 evidence of some of the WA indicators 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.
<b>To read words accurately</b>	Apply a growing knowledge of root words, prefixes and suffixes.	Begins to apply knowledge of simple root words, prefixes and suffixes to construct the meaning of words in context.	Generally, able to apply knowledge of most simple root words, prefixes and suffixes to construct the meaning of words in context.	Able to apply knowledge of all age-related root words, prefixes and suffixes independently.
	Read further exception words, noting the spellings.	Beginning to read some exception words. With support, notes the spellings for further exception words.	Generally, able to read further exception words, and note the spelling.	Read and spell all age-related exception words independently.
<b>To understand texts</b>	Draw inferences from reading.	With the support of a teacher, simple inferences can be made using evidence from the text.	In a range of texts, inferences can be made, such as: inferring characters' feelings, thoughts and motives from their actions. Generally, justifies inferences with evidence.	Independently demonstrates an understanding of a range of texts; selecting essential points and using inference and deduction where appropriate.
	Recall and summarise main ideas.	With the support of a teacher, the main points of a text are understood and can be recalled and summarised.	Recalls and summarises the main ideas and themes across a range of texts.	Recalls and summarises main ideas precisely and accurately. Independently, identifies key features, themes and characters and selects sentences, phrases and relevant information to support views.
	Discuss words and phrases that capture the imagination.	With the support of a teacher, identifies where language is used to create mood or build tension. With the support of a teacher, identifies a few basic features of the writer's use of language but with little or no comment, for example, 'There are lots of adjectives in this text.'	Generally, comments on the choice of language in order to create moods and build tension. The effect that language has on the reader is discussed. Beginning to consider the impact of descriptive style.	Without support, comments upon the use of author's language and the effect upon the reader. Across a range of reading, comments upon the writers choice of language without support; for example, 'all the questions make you want to find out what happens next' and 'The adverbial phrase 'In the misty midnight air...' creates suspense.'



	Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes.	With the support of a teacher, shows some awareness of organisational features. With the support of a teacher, retrieves and records information; using basic organisational features, such as the title and main headings.	Generally, organisational features and conventions are identified and used to locate and retrieve information; for example, title, index, glossary and contents. Generally, records information from non-fiction, using titles, headings, sub-headings and indexes.	Independently identifies and uses organisational features and conventions effectively of non-fiction texts to retrieve and record information.
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Learning Objective	Key Milestone Indicator(s)	Working Towards The Expected Standard Some evidence of some of the WA indicators 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.
	Prepare poems and plays to read aloud with expression, volume, tone and intonation.	With the support of a teacher, listens to, discusses and expresses views about poetry and plays. Begins to read aloud with expression, volume, tone and intonation. Begins to use performance to extend their interest in the meaning and origin of words.	With guidance, prepares poems and play scripts in order to read aloud and to perform; showing understanding through intonation, tone, volume and action. Uses performance to extend interest in the meaning and origin of words.	Independently, prepares poems and play scripts to read aloud and to perform; showing understanding through intonation, tone, volume and action; so that the meaning is clear to the audience. Learns a wider range of poetry by heart.
	Identify recurring themes and elements of different stories.	With support, begins to recognise themes in what they read; such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.	Generally, recognises themes in what they read; such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.	Independently, recognises and identifies recurring themes in a variety of different texts. Selects relevant information to support their views.
	Recognise some different forms of poetry.	With the support of a teacher, begins to recognise that there are different forms of poetry; for example, nursery rhymes, haiku's, limericks, narrative poetry, nonsense poetry etc.	Generally, identifies different types of poetry and their forms; for example, haiku's, limericks, narrative poetry, nonsense poetry etc.	Without support, identifies and compares different forms of poetry; for example, haiku's, limericks, narrative poetry, nonsense poetry etc.
	Explain and discuss understanding of reading, maintaining focus on the topic.	With support, participates in discussion about books; including those that are read to them and those they can read for themselves. With the support of a teacher, explains and discusses ideas, whilst maintaining a focus on the topic.	Participates in discussions about books and is able to explain and discuss ideas, whilst maintaining a focus on the topic. Generally, recommends books that they have read, giving reasons for their choices.	Independently, recommends books that they have read, giving reasons for their choices. Without support, participates in discussions about books, building on ideas and challenging views courteously. Independently, explains and discusses understanding of what they have read; including formal presentations and debates. Without support, provides reasoned justifications for views.
	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	With the support of a teacher, makes simple inferences using evidence in a range of texts.	Generally, makes straightforward inferences and justifies views with evidence; for example, inferring characters' feelings, thoughts and motives.	Without support, understands a range of texts; selecting essential points and using inference and deduction where appropriate.
	Predict what might happen from details stated and implied.	With the support of a teacher, simple predictions about what is implied or what has happened so far are made.	Generally, predictions about details stated, what is implied or what has happened so far, are made.	Predictions about details stated, what is implied or what has happened so far are made without support.
	Identify main ideas drawn from more than one paragraph and summarise these.	With support, begins to identify and summarise the main ideas drawn from more than one paragraph.	Generally able to identify and summarise the main ideas drawn from more than one paragraph.	Able to independently identify and summarise the main ideas or purpose of a text.
	Identify how language, structure and presentation contribute to meaning.	With the support of a teacher, begins to learn that there are different conventions of writing; for example, greetings in letters, a diary written in the first person or the use of presentational devices; such as, numbering and headings.	Generally, recognises the conventions of different types of writing; for example, greetings in letters, a diary written in the first person or the use of presentational devices; such as, numbering and headings.	Independently, recognises the conventions of different types of writing and considers their impact.
	Ask questions to improve understanding of a text.	With the support of a teacher, begins to consider the types of questions that can be asked to improve understanding of a text.	Generally is beginning to ask relevant and purposeful question in order to improve understanding of a text.	Independently recognises and uses relevant questions in order to develop understanding of a text.



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	Check that the text makes sense, discussing understanding and explaining the meaning of words in context.	With support, re-reads to check that the text makes sense. Begins to find out and discuss the meanings of new words in context.	Generally re-reads to check that the text makes sense. Discusses understanding of a text and finds out the meanings of new words in context.	Independently seeks out the meaning of new words in text. Re-reads texts independently to develop a deeper understanding of a text.