



Sutton Courtenay C of E Primary School Reading Assessment based on the *Ros Wilson Oxford Reading Assessment Criterion Scale*.

YEAR 4 OBJECTIVES						
1	Can read aloud with intonation and expression, taking into account presentational devices (e.g. capital letters or italics for emphasis) and more sophisticated range of punctuation, including () - , (READ)					
2	Can read confidently and independently using a range of strategies appropriately to establish meaning e.g. self-correcting, widening knowledge of vocabulary. (READ)					
3	Can skim read texts to gather the general impression of what has been written.(C)					
4	Can scan texts to locate specific information. (R)					
5	Can use text marking to support retrieval of information or ideas from texts, e.g. highlighting, notes in the margin. (R)					
6	Can summarise and explain main points in a text. (R)					
7	Can refer to the text to support opinions and predictions. (R/D)					
8	Can use clues from actions, description and dialogue to help establish meaning. (D)					
9	Can read some Y4/5 high frequency words. (READ)					
10	Can use knowledge of text structure to locate information e.g. use appropriate heading and sub-heading in non-fiction, find relevant paragraph or chapter in fiction. (A)					
11	Can identify the ways in which paragraphs are linked e.g. use of connecting adverbs or pronouns for character continuity. (A)					
12	Is able to quote directly from the text to support thoughts and discussion. (R)					
13	Can work out the meanings of ambitious words and / or phrases in context. (D)					
14	Can read between the lines, using clues from actions, dialogue and description to interpret meaning and / or explain what characters are thinking or feeling and the way they act. (D)					
15	Is beginning to explore potential alternatives that could have occurred in texts (e.g. a different ending), referring to text to justify their ideas. (D)					
16	Can identify the point of view from which a story is told. (D)					
17	Can identify the effects of different words and phrases to create different images and atmosphere, e.g. powerful verbs, descriptive adjectives and adverbs. €					
18	Can identify the author's choice of language and its effect on the reader in non-fiction texts (e.g. 'foul felon' in a newspaper report about a burglary). (E)					
19	Can sometimes discuss how a text can affect the reader and the language the author has used to create those feelings. (E)					
20	Can discuss the (E)					
21	Is beginning to identify differences between some different fiction genres. (A)					
22	Is beginning to recognise how a character is presented in different ways and respond to this with reference to the text. (D)					
23	Can sometimes explain different characters' points of view. (D)					
24	Can compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution. (A)					
Total						
ASSESSMENT SCORE						
0-5 ticks - not yet at this standard; review against Standard 4		20 - 23 ticks = Advanced (Oxford Level 16)				
6-12 ticks = Developing (Oxford Levels 14)		Assessment point: children with 21 or more ticks may be assessed against Standard 6).				
13 - 19 ticks = secure (Oxford Level 15)						