



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

YEAR 6 OBJECTIVES						
1	Can work out the meaning of unknown words and phrases by relating to known vocabulary as well as from the way they are used in context. (D)					
2	Can read aloud with pace, fluency and expression, taking punctuation, presentation and author's intent into account. (READ)					
3	Can confidently skim and scan non-fiction texts to speed up research. (R)					
4	Can refer back to the text to support predictions, thoughts and opinions, being able to elaborate in order to provide reasoned justifications. (R/D)					
5	can recognise text features within mixed-genre texts, (A)					
6	Can identify and discuss features of fiction genres, e.g. science fiction, adventure, mystery etc. (A)					
7	Can identify the point of view of some texts and how this impacts on the reader. (D/E)					
8	Can summarise information from different points in the same text or across a range of texts. (R)					
9	Can clearly identify and retrieve relevant points and key ideas from different point in a text and across a range of texts. (R)					
10	Can use quotations and text references to support ideas and arguments. (R/D)					
11	can explain a character's motives throughout the text and use evidence from the text to backup opinions. (D)					
12	Can confidently infer and deduce meaning based on evidence drawn from different points in the text and wider experiences. (D)					
13	Can recognise which character the writer wants the reader to like or dislike. (E/D)					
14	Can identify and discuss implicit and explicit points of view in texts, referring back to the text to support thoughts and ideas. (D)					
15	Can comment on the success of a text providing evidence that refers to language, theme and style. (E)					
16	Can recognise the sue of irony and comment of the writer's intention (e.g. sarcasm, insincerity, mockery). (E)					
17	Can reflect on the wider consequences or significance of information, ideas or events in the text as a whole (e.g. how one small incident altered the whole course of the story). (D)					
18	Can investigate texts to confirm and justify reasoned predictions and opinions. (R/D)					
19	Can explain how the structural choices support the writer's theme or purpose (e.g. in fiction, decisions about plot structure, character development or flash backs/ flash forwards; in non-fiction , looking at how a writer organises information so that the reader can compare /contrast ideas, and devices and decisions the writer has made in mult-genre texts). (A)					
20	Can evaluate relationships between characters, (e.g. how characters behave in different ways as they interact with different people and/ or different settings and consider the relative importance of these instances when evaluating a character's actions) referring back to the text to support thoughts and judgements. (D)					
21	Can explain how the author has used different language features (e.g figurative language, vocabulary choice, use of specific grammatical convention) and the effect of these on the reader, (E)					
22	Can unpick the details of the different layers of meaning in texts, e.g. children use language to discuss texts such as: 'This could be interpreted as,' " On the other hand...," "Perhaps the writer is suggesting ....", " One way of looking at this is that.... Whilst another could be..." (D)					
	TOTAL SCORE					
<b>ASSESSMENT SCORE</b>						
0-5 ticks - not yet working at this standard; review against Standard 6		12 -19 ticks = secure (Oxford Levels 19)				
6-11 ticks = Developing (Oxford Levels 18)		20 - 22 ticks = Advanced (Oxford Level 20)				

