



## Key Assessment Criteria: Being a reader



### A year 3 reader

#### Word reading

- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I can read further exception words, noting the unusual correspondences between spelling and sound.
- I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

#### Comprehension

- I read a range of fiction, poetry, plays, and non-fiction texts.
- I can discuss the texts that I read.
- I can read aloud and independently, taking turns and listening to others.
- I can explain how non-fiction books are structured in different ways and can use them effectively.
- I can explain some of the different types of fiction books.
- I can ask relevant questions to get a better understanding of a text.
- I can predict what might happen based on details I have.
- I can draw inferences such as inferring a characters' feelings, thoughts and motives from their actions.
- I can use a dictionary to check the meaning of unfamiliar words.
- I can identify the main point of a text.
- I can explain how structure and presentation contribute to the meaning of texts.
- I can use non-fiction texts to retrieve information.
- I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

## Key Assessment Criteria: Being a reader

### A year 4 reader

#### Word reading

- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I can read further exception words, noting the unusual correspondences between spelling and sound.
- I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

#### Comprehension

- I know which books to select for specific purposes, especially in relation to science, geography and history learning.
- I can use a dictionary to check the meaning of unfamiliar words.
- I can discuss and record words and phrases that writers use to engage and impact on the reader.
- I can identify some of the literary conventions in different texts.
- I can identify the (simple) themes in texts.
- I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- I can explain the meaning of words in context.
- I can ask relevant questions to improve my understanding of a text.
- I can infer meanings and begin to justify them with evidence from the text.
- I can predict what might happen from details stated and from the information I have deduced.
- I can identify where a writer has used precise word choices for effect to impact on the reader.
- I can identify some text type organisational features, for example, narrative, explanation and persuasion.
- I can retrieve information from non-fiction texts.
- I can build on others' ideas and opinions about a text in discussion.

# Types of questions:

Literal – answer is there in the text

Deductive – look for clues

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Inferential – read between the lines (Point, Evidence, Explain)

Authorial intent – Why does the author use this particular sentence or word?

## *What you can do at home:*

Have a dictionary available

Series of books- get them to read another one

Read to them-lead by example.

make books special

Read sentences to understand the meaning of unfamiliar words.

Ask open ended questions.

Use the time spent in the car or bus for wordplay.

Technology - Kindle, iPad, tablets etc

Dads reading with boys.

Read everything you can at every opportunity; make it fun!

## The keen and able reader

These suggestions include some longer novels that avid and able readers will appreciate. Along with some recently published books, we have included some classic and modern classic suggestions. Don't forget that picture books can continue to provide a challenge even for the most able reader, as well as introduce children to a wide range of artistic styles, and there are many non-fiction and poetry books that may inspire too.

### 7–9 year olds

- o Ian Beck, Tom Trueheart series (Oxford University Press)
- o Elizabeth Beresford, The Wombles (Bloomsbury)
- o Roald Dahl, Charlie and the Chocolate Factory, James and the Giant Peach, George's Marvellous Medicine and others (Puffin)
- o Eleanor Farjeon, The Little Bookroom (Oxford University Press)
- o Rupert Kingfisher, Madame Pamplemousse and Her Incredible Edibles (Bloomsbury)
- o Dick King-Smith, The Sheep-Pig (Penguin)
- o Astrid Lindgren, Ronia, the Robber's Daughter (Oxford University Press)
- o Roger McGough, Imaginary Menagerie poetry (Frances Lincoln)
- o Michael Morpurgo, Kaspar, Prince of Cats (Harper Collins)
- o Various authors, The Oxford Tales from... series (Oxford University Press)

## The keen but less able reader

Suggestions for this group include some quick, accessible reads, which deal with interesting issues for children to think and talk about. They are mainly plot driven so the stories move along at a good pace. Some series are included here as familiarity can help to build children's confidence. The list also includes some illustrated fiction, which may be more appealing for children who have not yet developed the stamina to read pages of unbroken text. Poetry may also be a good choice for some children as it offers bite-sized chunks that children can dip into, at the same time covering a wide range of subject and tone to suit different tastes. There are also plenty of picture books appropriate to this age group which will help children to develop deeper levels of understanding beyond the literal.

## 7–9 year olds

- o Isaac Asimov, Robot Dreams science fiction series (Berkley US)
- o Guy Bass, Gormy Ruckles: Monster Boy series (Scholastic)
- o Jeff Brown, Flat Stanley (Egmont)
- o Steven Butler, The Wrong Pong (Puffin)
- o Lauren Child, Clarice Bean stories and picture books (Orchard Books)
- o Babette Cole, Prince Cinders (Puffin)
- o Sally Gardner, The Princess and the Pea and other stories from the Early Readers (Orion)
- o Joanna Nadin, Penny Dreadful is a Magnet for Disaster (Usborne)
- o Francesca Simon, Horrid Henry series (Orion)
- o Rex Stone, Dinosaur Cove series (Oxford University Press)

## The mad about...reader

This list includes suggestions for how you might move readers on who are fixated on reading one type of book, series, or author. It is a good idea to work from children's own preferences, gently prompting them to make more challenging choices or perhaps to try something completely different.

## 7–9 year olds

Suggestions for moving children on from... to ...

- o Beast Quest series, Adam Blade (Orchard Books) – try Ian Beck, Tom Trueheart series (Oxford University Press)
- o Ben 10 – try Shoo Rayner, Axel Storm: Cola Power and other books in the series (Orchard Books) or Elizabeth Singer Hunter, Secret Agent Jack Stalwart: Escape of the Deadly Dinosaur and other books in the series (Random House)
- o Daisy books, Kes Gray – try Astrid Lindgren, Pippi Longstocking series (Oxford University Press) or Megan McDonald, Judy Moody books (Candlewick Press)
- o Dr Seuss books – try Spike Milligan, Silly Verse for Kids (Puffin) or Lewis Carroll, Jabberwocky (Miles Kelly Publishing) or Edward Lear, The Quangle Wangle's Hat (Walker Books)
- o Horrid Henry series, Francesca Simons (Orion) – try Ali Sparkes, S.W.I.T.C.H series (Oxford University Press) or Sue Mongredien, Oliver Moon series (Usborne)

- o Not Quite a Mermaid series, Linda Chapman (Puffin) – try Sue Mongre-dien, Secret Mermaid (Usborne) or Liz Kessler, Emily Windsnap (Orion)
- o My Secret Unicorn series, Linda Chapman (Puffin) – try Pippa Funnell, Tilly's Pony Tales (Orion) or Monica Dickens, Follyfoot (Andersen Press) or Ann Sewell, Black Beauty (Oxford University Press)
- o Poppy Love stories, Natasha May – try other dance and performing arts books Darcey Bussell, Magic Ballerina (Harper Collins) or Lynda Water-house, The Sand Dancers (Piccadilly Press)
- o The Rainbow Fairies – try longer fairy books such as Gwyneth Rees, Fairy Dust series (Macmillan) or Amy Tree, Charmseekers (Orion)
- o The Worst Witch stories, Jill Murphy (Puffin) – try other witch stories such as Kaye Umansky, Pongwiffy (Bloomsbury) or Helen Creswell, Lizzie Drip-ping (Oxford University Press)

## **The can but can't be bothered or 'I hate reading' reader**

These suggestions include some longer novels that avid and able readers will appreciate. Along with some recently published books, we have included some classic and modern classic suggestions. Don't forget that picture books can continue to provide a challenge even for the most able reader, as well as introduce children to a wide range of artistic styles, and there are many non-fiction and poetry books that may inspire too.

### **7–9 year olds**

- o Laurence Anholt, Cinderboy and other books from the Seriously Silly Stories series (Orchard Books)
- o Nikolas Catlow, Tim Wesson, Robots v Gorillas in the Desert and other titles in the Mega Mash-Up series (Nosy Crow)
- o Road Dahl, Dirty Beasts poetry collection (Puffin)
- o John Foster, School's Out poetry (Oxford University Press)
- o Arthur John L'Hommedieu, Bats a fold-out information book (Child's Play International Limited)
- o Laura Owen, Winnie the Witch series (Oxford University Press)
- o Jeremy Strong, My Brother's Famous Bottom (Puffin)
- o Mitchel Symons, Do Igloos have Loos? non-fiction (Random House)
- o Ian Whybrow, Little Wolf's Book of Badness (Penguin)
- o Titania Woods, Glitterwings Academy series (Bloomsbury)

## The can't read/struggling reader

The books on this list are quick reads with minimal text and often more illustration. Try picture books and wordless books as well as comics, graphic novels in cartoon style, and non-fiction. Rhyming stories have memorable language which will help readers develop confidence. Struggling readers may also particularly enjoy reading on-screen and humour is important too.

### 7–9 years

- o Alan Ahlberg, Happy Families series (Penguin)
- o Poly Bernetene, When Night Didn't Come wordless picture book (Meadowside Children's Books)
- o Lynley Dodd, Hairy Maclary from Donaldson's Dairy (Puffin) Dr Seuss, Green Eggs and Ham (Random House)
- o Nikki Gamble et al, Oxford Reading Tree Traditional Tales series, (Oxford University Press)
- o Pippa Goodhart, Nick Sharratt, You Choose (Corgi)
- o Roger Hurn, Mystery Mob series or Jane West, Magic Mates series (Rising Stars)
- o Arnold Lobel, Frog and Toad series (Harper Collins)
- o Tony Mitton, Tough Trucks and other books in this non-fiction series (Kingfisher)
- Hilary Robinson, Nick Sharratt, The Big Book of Magical Mix-ups (Corgi)

## Key Assessment Criteria: Being a writer



### A year 3 writer

#### Transcription

##### Spelling

- I can spell words with additional prefixes and suffixes and understand how to add them to root words.
- I recognise and spell homophones.
- I can use the first two or three letters of a word to check its spelling in a dictionary.
- I can spell words correctly which are in a family.
- I can spell the commonly mis-spelt words from the Y3/4 word list.
- I can identify the root in longer words.

##### Handwriting

- I use the diagonal and horizontal strokes that are needed to join letters.
- I understand which letters should be left unjoined.

#### Composition

- I can discuss models of writing, noting its structure, grammatical features and use of vocabulary.
- I can compose sentences using a wider range of structures.
- I can write a narrative with a clear structure, setting, characters and plot.
- I can write non-narrative using simple organisational devices such as headings and sub-headings.
- I can suggest improvements to my own writing and that of others.
- I can make improvements to grammar, vocabulary and punctuation.
- I use a range of sentences with more than one clause by using a range of conjunctions.
- I use the perfect form of verbs to mark the relationship of time and cause.
- I can proof-read to check for errors in spelling and punctuation.

#### Grammar and punctuation

##### Sentence structure

- I can express time, place and cause by using conjunctions, adverbs and prepositions.

##### Text structure

- I am starting to use paragraphs.
- I can use headings and sub headings.
- I can use the present perfect form of verbs instead of the simple past.

##### Punctuation

- I can use inverted commas to punctuate direct speech.

## Key Assessment Criteria: Being a writer

### A year 4 writer

#### Transcription

##### Spelling

- I can spell words with prefixes and suffixes and can add them to root words.
- I can recognise and spell homophones.
- I can use the first two or three letters of a word to check a spelling in a dictionary.
- I can spell the commonly mis-spelt words from the Y3/4 word list.

##### Handwriting

- I can use the diagonal and horizontal strokes that are needed to join letters.
- I understand which letters should be left unjoined.
- My handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.

#### Composition

- I can compose sentences using a range of sentence structures.
- I can orally rehearse a sentence or a sequence of sentences.
- I can write a narrative with a clear structure, setting and plot.
- I can improve my writing by changing grammar and vocabulary to improve consistency.
- I use a range of sentences which have more than one clause.
- I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.
- I can use direct speech in my writing and punctuate it correctly.

#### Grammar and punctuation

##### Sentence structure

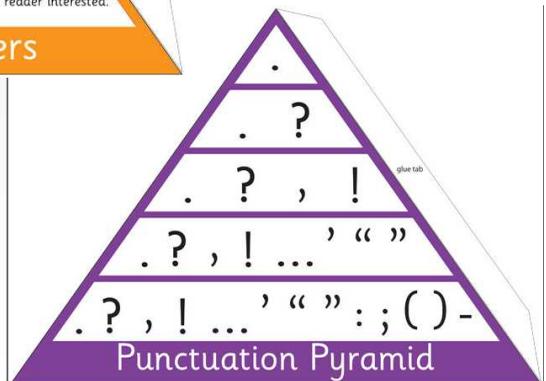
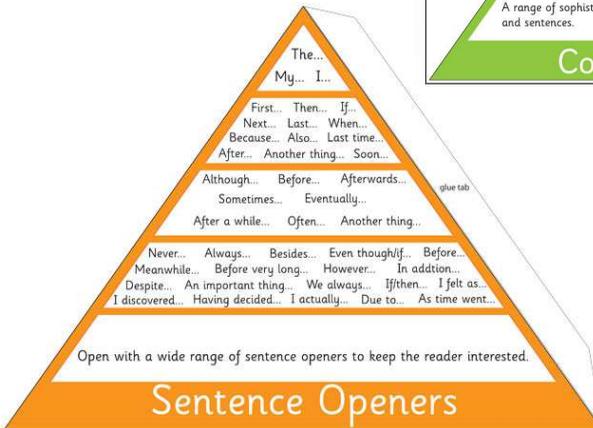
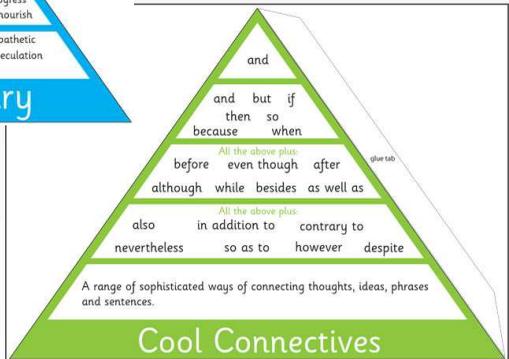
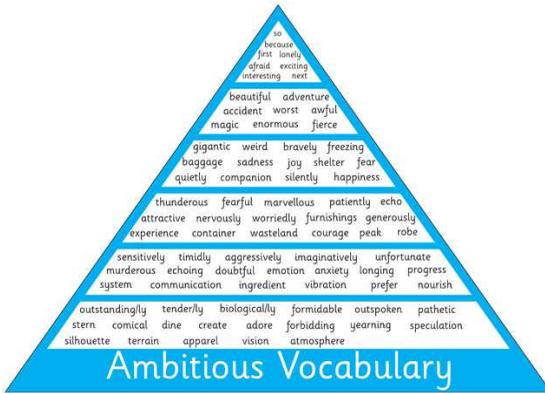
- I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases.
- I can use fronted adverbials.

##### Text structure

- I can write in paragraphs.
- I make an appropriate choice of pronoun and noun within and across sentences.

##### Punctuation

- I can use inverted commas and other punctuation to indicate direct speech.
- I can use apostrophes to mark plural possession.
- I use commas after fronted adverbials.



# *What you can do at home*

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Be a writing role model

Provide a place for your child to write

Provide authentic writing opportunities for your child

Read, read, read!

Encourage your child to keep a reflective journal

Start a vocabulary notebook

What if?

Ask questions

Praise their efforts

## Useful websites

<http://www.sentenceplay.co.uk/index.htm>

<http://www.bbc.co.uk/bitesize/ks2/>

<http://resources.woodlands-junior.kent.sch.uk/interactive/onlinestory.htm>

<http://www.storylineonline.net/>

<http://www.firstnews.co.uk/>

## Useful apps

<http://mrthorne.com/apps/apps/>

Squeebles Spelling Test

Cursive Writing Wizard