**Year 3 English Reading Assessment – Fluency and Understanding**

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| **Aims:*** **To assess current level of reading fluency (*fluency means that when the child is reading they read at a pace where they can understand what they have read and recall details of what they have read*.)**
* **To assess level of understanding of what has been read through questioning and whether clues from the text can be used to answer questions and justify opinions.**
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| **Year 3 text - The Jolley-Rogers and the Pirate Piper by Jonny Duddle Prologue and Chapter 1** |
| **https://authorfy.com/masterclasses/jonnyduddle/ (choose ‘extract from this book’ NOT ‘read by author’)** |
| The link above will lead you to an extract from this book. **This is a text that a child in Year 3 should be able to read.** |
| This activity is designed to be an **assessment activity**. This means that we are trying to find out what your child can do and what they can’t do. Please do encourage them but please let them do the activity independently without any prompting. If you do offer any support please be honest about the part you played. This activity will help us plan the next phase of your child’s learning so we need a true picture of what your child can do and where they may need further support, not what you can do. |
| **First** ask your child to read the **prologue** and the **first chapter**. They should read at their ‘normal’ pace. There is **NO** time limit. It is not a race! They may wish to read it silently or read it aloud or a bit of both! (If they are unable to read the text themselves the text should be read to them by another person.) Your child can read and re-read/listen to the extract as many times as they wish. |
| Toassess their reading and/or listening skills by ask them the questions below. Note down their responses to send to their teacher. If they are unable to answer don’t worry just write ‘didn’t know’. |
| **It is vitally important that this is the child’s work and any comments on this activity reflect what the child can or can not do. This information will be used by teachers to work out learning provision for your child going forward. This will help ensure that your child has every opportunity to reach their potential by laying firm foundations for future learning.** |

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| **\*My child listened to the extract from The Jolley-Rogers and the Pirate Piper/ read the extract from The Jolley-Rogers and the Pirate Piper aloud/read the extract from The Jolley-Rogers and the Pirate Piper silently***(please highlight/delete as appropriate. It could be one or a mixture of two e.g. started reading aloud but got stuck so listened to the remainder of the story.)* |

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| ***Who are the characters? What can you tell me about them?*** |
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| ***Why does the author use words like ‘gripped’ and ‘vast’?*** |
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| ***Summarise for me what happened in that chapter you have just read.*** |
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| ***What can you tell about the characters’ feelings from what you have read?*** |
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| ***What do you think is going to happen next? Explain why.*** |
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| **Comments:**Please don’t feel you have to write any comments.***(could include … pace, expression, enjoyment, willingness, any ‘wows’, any ‘worries’)*** |

**Year 3 English Reading Comprehension**

**The Jolley-Rogers and the Pirate Piper by Jonny Duddle –Prologue and Chapter 1**

**Notes for children (these instructions could be read to the child)**

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| Read ‘The Jolley-Rogers and the Pirate Piper’ on your own, read with an adult or listen to story read by an adult. <https://authorfy.com/masterclasses/jonnyduddle/> (DO NOT listen to the author reading this is a different extract) |
| **Try to answer as many questions about the story as you can.** **Remember this is not a memory test and you can go back and read/listen to the extract (or parts of it) as many times as you want to, to help you answer the questions.** |
| Try to write the answers yourself if you can. If someone else has to write them for you make sure they only write what you say. We want your answers **not** the person who might be supporting you. |
| Do not worry if you find some parts of the story tricky to read or you can’t answer some of the questions. Just do your best. ☺ |

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| **Question** | **Child’s Response** |
| 1. What is the weather like at the start of Chapter 1?
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| 1. What is the best thing about Arthur’s new job?
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| 1. What was Mrs. Bumble doing as she sat up in bed?
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| 1. What impression does the name ‘Dull-on-Sea’ give you about the town?
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| 1. Why did the deck look like it was lined with fur?
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| 1. How does Mrs Bumble feel about rats? What makes you think that?
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| 1. Why is Captain Horatio Rattus helping the rats?
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| 1. Why do you think the rats want to come to Dull-on-Sea?
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| 1. What do you think will happen to Arthur?
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| **If you are not sure have a try or leave that question and go on to the next one. Do not panic. Just do your best.****You must do this on your own. We want to know what you can do not someone else! ☺** |