**The Explorer – Year 4 – assessing English reading fluency and comprehension**

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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 and whether the child can use clues in the text to answer questions and justify opinions.** |

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| **Year 4 text - The Explorer by Katherine Rundell** |
| **http://authorfy.com/wp-content/uploads/2019/06/The-Explorer-Extract.pdf (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 4 should be able to read.** |
| **First** ask your child to read the first chapter ‘Flight’. 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.  Please then identify how your child has accessed the text by highlighting and/or deleting the statements below.\* |
| To assess their reading and/or listening skills 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 Explorer/ read the extract from The Explorer aloud/read the extract from Explorer 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’)*** |

**Reading comprehension - Year 4 *The Explorer by Katherine Rundell* Chapter 1 ‘Flight’**

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

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| **Read chapter 1 of ‘The Explorer’ silently, read with an adult or listen to story read by an adult. http://authorfy.com/wp-content/uploads/2019/06/The-Explorer-Extract.pdf**  **(DO NOT listen to the author reading as 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. How many seats did the plane have? |  |
| 1. Where was the person who screamed sitting? |  |
| 1. What is the weather like at the start of Chapter 1? |  |
| 1. Why did the author describe the plane as a ‘man-made magic wish?’ |  |
| 1. Why did the author describe Fred as ‘being gently cooked inside his own skin’ (p.2)? |  |
| 1. What was the ‘canopy’ (p.3) made from? Explain why you think this. |  |
| 1. Why do you think the children are on the plane? |  |
| 1. Why do you think Fred was sitting in the cockpit of the plane? |  |
| 1. How do you think the children will get help? |  |

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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! ☺** |