**Year 4 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 recall details of what they have read*.)**
* **To assess level of understanding of what has been read and whether clues from the text can be used to answer questions and justify opinions.**
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| **Year 4 text - The Explorer by Katherine Rundell Chapter 1 ‘Flight’** |
| **http://authorfy.com/wp-content/uploads/2019/06/The-Explorer-Extract.pdf** |
| After reading the first chapter children were asked the following questions:***Who are the characters? What can you tell me about them?*** ***Why does the author use words like ‘gripped’ and ‘vast’?*** ***Summarise for me what happened in the first chapter.*** ***What can you tell about the characters’ feelings from what you have read?*** ***What do you think is going to happen next? Explain why.*** |

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| **Questions** | **Answer** |
| **Retrieval** |
| 1. How many seats did the plane have?
 | six |
| 1. Where was the person who screamed sitting?
 | behind Fred |
| 1. In which country is the book set?
 | Brazil |
| **Inference** |
| 1. Why did the author describe the plane as a ‘man-made magic wish?’
 | Because flying was something that ‘man’ thought was magic |
| 1. Why did the author describe Fred as ‘being gently cooked inside his own skin’ (p.2)?
 | Because his cousin had made him wear his school uniform and cricket jumper. |
| 1. What was the ‘canopy’ (p.3) made from?
 | Trees because they are flying over the rainforest. |
| **Speculative** |
| 1. Why do you think the children on the plane?
 | Accept an answer that is plausible based upon the text in the **chapter 1 only.**It should contain sufficient detail. Make an assessment based upon the complexity and detail linked to the body of the text |
| 1. Why do you think Fred sitting in the cockpit of the plane?
 | As above |
| 1. How do you think the children will get help?
 | As above |

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| **Year 4 Reading Fluency** |
| **Working towards the expected standard** | **Working at the expected standard** | **Working at greater depth within the expected standard** |
| Lacks enthusiasm for reading and needs support to read books of an age-appropriate interest level. | Independently reads, for enjoyment, age-appropriate interest level books (stories, poetry, plays and non-fiction.) | Enthusiastic, independent reader with a love of books who reads widely (stories, poetry, plays and non-fiction) |
| Limited understanding of what has been read | Clearly articulates understanding of what has been read |
|  | Can independently justify views about what has been read |
| Needs support to read aloud poems and plays. | Prepares poems and plays to read aloud, showing understanding through intonation, tone, volume and action |

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| **Year 4 Reading Comprehension** |
| **Working towards the expected standard** | **Working at the expected standard** | **Working at greater depth within the expected standard** |
| Struggles to understand the meaning of words in context | Can explain meanings of word in context | Confidently explains meaning of words in context |
|  | Asks questions to improve understanding of a text | Readily asks questions to interrogate texts |
| Can draw inference with support | Can draw inference e.g. characters’ feelings, thoughts and motives from their actions, justifying inferences with evidence | Confidently draws inference and independently justifies these with evidence from the text or wider background knowledge. |
| Can use retrieval skills to make a simple prediction | Can use retrieval/inference skills to make a prediction | Confidently uses retrieval/ inference skills to make plausible predictions |
| Can discuss the ideas within a single paragraph often with support. | Can identify main ideas from more than one paragraph and summarise these  |
| With support can retrieve and record information from non-fiction | Can independently **retrieve and record** information from non-fiction |
| Needs prompting/encouragement to participate in discussions about books read to them/they read but remains mostly passive. | Actively participates in discussions about book read to them and those they read themselves | Participates enthusiastically in discussions about books read to them and those they read themselves, often taking the lead but not undermining contributions of other group members. |