**Year 6 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 6 text - Rumblestar by Abi Elphinstone** |
| **https://authorfy.com/masterclasses/abielphinstone/ then click on Rumblestar extract** |
| After reading the prologue ONLY children were asked the following questions:  ***Which mythical creatures are mentioned? What can you tell me about them?***  ***At the end of page 4/beginning of page 5 the author repeats the word ‘plot’ three times? Why?***  ***In your own words, tell me about how the scene is set in the prologue.***  ***What do you think is going to happen next? Explain why.*** |

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| ***This ‘mark scheme’ is NOT designed to give a ‘pass mark’ is much more valuable if the exercise is used to determine strengths and areas for development that will inform the child’s next steps in learning e.g. ‘the child is able to answer retrieval questions from a text that is read to them’ or ‘the child is able to answer retrieval and inferential questions in an age-related text that they have read independently.’*** | |
| **Questions** | **Answer** |
| **Retrieval** | |
| 1. How did the phoenix make the four kingdoms? | *Four golden feathers* |
| 1. What are the ‘marvels’? (p.2) | *Droplets of sunlight, rain and snow in their purest form* |
| 1. After how many years did the phoenix die? | *Five hundred* |
| **Inferential** | |
| 1. What does the word ‘awry’ mean? (p.3) | *Went wrong/not as expected* |
| 1. Use **three words (NOT used in the text)** to describe either Candida Cashmere-Jumps or Leopold Splattercash **and** explain why you chose them. | *Unkind, unfriendly, mean, horrible etc. because it says in the text that they are ‘school bullies.’*  ***Do not*** *accept bully as one of the words as this is mentioned in the text.* |
| 1. Why was the only thing on Casper’s ‘to-do list’ ‘to grow up quickly’? | Maybe because he was being bullied or maybe because he was fed up of looking after his parents who kept forgetting things or anything else that is plausible based upon the text. |
| **Speculative** | |
| 1. We know Smudge is in a place she shouldn’t be but where do you think this is? Explain why. | Accept an answer that is plausible based upon the text in the **prologue only.**  It should contain sufficient detail. Make an assessment based upon the complexity and detail linked to the body of the text. |
| 1. Explain how you think Morg planned to steal the magic of the Unmapped Kingdom. |
| 1. What might the ‘Extremely Unpredictable Event’ is going to be? Explain why. |

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| **Assessing a child’s fluency and understanding (comprehension)** |
| Consider the child’s responses to the questions above together with your knowledge and understanding of the child’s performance in the classroom. |
| Below are the objectives from the National Curriculum which state what a child should demonstrate on a consistent basis by the end of Year 6. Work upon a **secure fit** model. This will enable the child to build upon firm foundations as they continue their learning journey into Key Stage 3. |

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| **Year 6 Reading Fluency** | | |
| **Working towards the expected standard** | **Working at the expected standard** | **Working at greater depth within the expected standard** |
| Shows some enjoyment when listening to books\* for pleasure and information. | Enjoy books\* reading widely and frequently, inside and outside school, for pleasure and information. | Is a voracious reader with a love of books\* who devours the written word in all forms |
| \*stories, poetry, plays, non-fiction, myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions | | |
| Reads aloud with some degree of accuracy and pace, although books are often below an age-appropriate level. | Uses intonation when reading aloud to demonstrate understanding: when reading silently demonstrates accuracy and inference by discussing what has been read. | |
| Still decoding words which impedes understanding and pronunciation. | Reads most words effortlessly, working out pronunciation of unfamiliar words, asking for help in determining both the meaning of the word and how to pronounce it correctly where necessary. | Reads effortlessly, independently seeking meaning to unfamiliar words which are often then used with accuracy in writing. |
| Struggles to express what has been heard or read. | Can summarise what has been heard or read. | Can succinctly summarise what has been heard or read. |
| Needs support to make comparisons within and across books often due to lack of reading experience. | Make comparisons within and across books, making recommendations to peers giving reasons for choices. | |
| Makes limited contributions to group discussions about books. | Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously | |
| **Year 6 Reading Comprehension** | | |
| **Working towards the expected standard** | **Working at the expected standard** | **Working at greater depth within the expected standard** |
| With support, draw inference. | Draw inferences e.g. characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence | |
| Make simple predictions | Make predictions from details stated and implied | Make predictions from details stated and implied with reasoned explanation drawn from the text. |
| With help identify key details which with support can be formed to write a summary. | Summarise main ideas drawn from more than one paragraph, identifying key details that support main ideas | |
| With support consider the language authors use and how it makes an impact on the reader. | Discuss and evaluate how authors use language considering the impact upon the reader. | Discuss/evaluate how authors use language with a focus on the impact on the reader which they translate to their own writing. |
| Struggles to distinguish between statements of fact and opinion. | Distinguish between statements of fact and opinion. | |
| Retrieve information from non-fiction texts but needs support to record and present this. | Retrieve, record and present information from non-fiction texts. | Retrieve information from non-fiction texts, effectively organising/presenting this for different purposes/audiences. |
| Participate after encouragement in discussions about books although contributions are limited due to lack of wider reading, | Explain and discuss their understanding of what has been read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary, providing reasoned justifications for their views. | Take the lead in discussions giving justified reasons and opinions about books yet being respectful of the views of others. |