



Questions to support assessment of different aspects of reading:

Early Learning Goals	Year 1 Expected	Year 2 Expected	Year 3 Expected	Year 4 Expected	Year 5 Expected	Year 6 Expected	Year 6 Exceeding
Aspect: Understanding							
<p>Can demonstrate an understanding when talking with others about what they've read.</p>	<p>Can explain clearly their understanding of what is read to them. <i>Simple points from familiar texts recalled</i></p>	<p>Can explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. <i>Straightforward information recalled, e.g. names of characters, main ingredients</i></p>	<p>Can identify main ideas drawn from more than one paragraph and summarising these <i>Simple most obvious points identified. May be some misunderstanding e.g. about information from different places in text. Some comments include quotations/ references to text.</i></p>	<p>Can identify main ideas drawn from more than one paragraph and summarising these <i>Some relevant points identified.</i> <i>Comments supported by some generally relevant textual reference.</i></p>	<p>Can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas <i>Most relevant points clearly identified from different places in text.</i> <i>Comments generally supported by relevant textual reference/ quotation.</i> <i>Select phrases, sentences and relevant information to support their views.</i></p>	<p>Can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas <i>Relevant points clearly identified, including summary and synthesis of information from different sources/ different places in the same text.</i> <i>Commentary incorporates appropriate textual reference/ quotation to support main ideas/ arguments.</i> <i>Identify different layers of meaning and comment on significance and effect.</i></p>	<p>Can describe setting, plot, and characterisation, and the effects of these Can make critical comparisons across texts</p>
Possible questions:							
<p><u>Non-fiction texts:</u> Why do ...? e.g. why do people need to look after their teeth? Would it be true or false to say...? What makes...special/different? Can you find a reason (or reasons) why...? Find two/three things that cause/protect/affect ...? What ideas are we given about ...? e.g. impact of weather What does the author think about ...? e.g. looking after the countryside Based on what you have read, what do you think about, e.g. global warming? Which of the features of a star footballer could an ordinary person have? Find something that interests you from the text. Explain why you chose that particular part.</p> <p><u>Fiction texts:</u> Where and when did the story take place? What did s/he/it look like? Who was s/he/it? Can you name the....? Where did s/he/it live? Who are the characters in the book? What happened after? How many....?</p>				<p>What is this story about? What does the writer compare X to? What does the writer share with us that X doesn't know? Can you tell me why? Which is true or false.....? Describe ..., e.g. the giant What do you think is happening here? What happened in the story? Through whose eyes is the story told? Which part of the story best describes the setting? Which words/phrases tell you that ... e.g. the setting is spooky Which part tells you ..., e.g. they were annoyed that Goldilocks was in their house How did ...? e.g. the ostler betray Bess and the Highwayman? Could ... be described as ...? e.g. could 'Malfoy' be described as a 'bully'? What is your opinion? What evidence do you have to support your view? Using evidence from the text can you tell me what you feel about ...? In what ways is ... like ...? e.g. Pingu like a toddler Which parts of the text are most important/ least important?</p>			