

This document has been created for the purpose of assessing children's understanding in reading. The 'I can...' statements used are taken directly from the Target Tracker Steps documents.

This assessment sheet is for children working within **Band 5** for reading.

The new test framework for the KS2 assessment splits reading into 'content domains'. By the end of KS2, it is expected that children will be able to answer questions linked to all of the content domains:

<b>Content domain reference</b>
<b>2a - give/explain the meaning of words in context</b>
<b>2b - retrieve and record information/identify key details from fiction and non-fiction</b>
2c - summarise main ideas from more than one paragraph
<b>2d - make inferences from the text/explain and justify inferences with evidence from the text</b>
<b>2e - predict what might happen from details stated and implied</b>
2f - identify/explain how information/narrative content is related and contributes to meaning as a whole
<b>2g - identify/explain how meaning is enhanced through choice of words and phrases</b>
<b>2h - make comparisons within the text</b>

References in bold in the table are covered by the steps in this band. Where a statement directly links to one of the KS2 assessment 'content domains', it has been indicated in the left-hand column.

When using this assessment sheet, use a code to indicate whether the child is, 'beginning to achieve the statement' (B), 'working within achieving this statement' (W), or 'achieving this statement at a secure level' (S).

KS2 Assessment	Statement	Child					
Content Domains	<i>B - child is beginning to achieve this statement</i> <i>W - child is working within achieving this statement</i> <i>S - child is achieving this statement at a secure level</i>						
	I can read, enjoy, understand and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.						
	I can read, enjoy and understand a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from the past and books from other cultures or traditions.						
	I can write or give a detailed book review including reasons why I would recommend the book.						
	I can discuss and compare events, structures, issues, characters and plots of stories, poems and information texts.						
<b>2h - make comparisons within the text</b>	I can discuss and compare events, issues and characters within a book.						
	I can prepare poems and plays to read aloud and perform. I can change my voice to make them sound more interesting to listen to and make the meaning clear.						
<b>2a - give/explain the meaning of words in context</b>	I can understand what I am reading by checking the book makes sense and finding the meaning of new words.						
	I can ask sensible and interesting questions about the texts to help me understand them more.						
<b>2d - make inferences from the text/explain and justify inferences</b>	I can explain characters' feelings, thoughts or reasons for their actions. I can explain my thoughts with evidence from the text.						

<b>with evidence from the text</b>							
<b>2e - predict what might happen from details stated and implied</b>	I can predict what might happen in increasingly complex texts by using evidence from the text.						
<b>2g - identify/explain how meaning is enhanced through choice of words and phrases</b>	I can talk about why authors use language, including figurative language, and the impact it has on the reader.						
	I can tell the difference between statements of fact and opinion.						
<b>2b - retrieve and record information/identify key details from fiction and non-fiction</b>	I can find and write down facts and information from non-fiction texts.						
	I can read aloud and understand the meaning of at least half of the words on the Year 5/6 list.						