Assessment Examples

Pearl/Band 18					
Title and author	**Bullet GS RR RTB**	**Assessment can children:**	**Example response NC level 5**	**Example response Working towards NC level 5**	**Assessment focuses**
Becoming an Olympic Gymnast Beth Tweddle	GS3	Identify features common to a range of texts	Children recognise the features of an autobiography, e.g. *it is written in the first person*; *it is written in chronological order*	Children recognise that an autobiography tells someone's life story but do not generalise the features	R7/R5
	RR2	Make correct inferences and deductions based on textual evidence	Children can discuss Beth's attitude to competition based on reading to p25 and make inferences about her attitude, e.g. *she loves competing and she is like a dog who is desperate to go for a run and pulls on his lead*	Children interpret that Beth likes competitions and gets excited before one but do not infer further meaning	R3
	RTB1	Use textual evidence to demonstrate understanding	Using pp78–79, children can interpret the chart, and referring to it, describe the high and low points in Beth's career	Children can read events from the chart but need help to relate them to an understanding of high and low points	R2/SL1
	RTB3	Recognise the effect of the writer's choice of language	Children can describe how Beth's writing style develops familiarity, and how the friendly tone makes the reader trust her and like her	Children describe Beth's writing style as friendly, but without noting the effect	R5

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Swimming the Dream Ellie Simmonds	GS2	Identify features common to a range of texts	Children recognise the features of an autobiography, e.g. *it is written in the first person*; *it is written in chronological order*	Children recognise that an autobiography tells someone's life story but do not generalise the features	R7/R5
	RR1	Make correct inferences and deductions based on textual evidence	Children can deduce what kind of early life Ellie had from reading and draw examples from the text, e.g. pp2–9 *she had a happy time as a young child*; *she was fortunate because she had a pony and was good at making friends*	Children can deduce that Ellie had a happy early life, but relate this to specific points in the text, rather than generalise	R3
	RR2	Comment on the author's intentions	Children have ideas about why Ellie doesn't introduce her disability until pp8–9, e.g. *she doesn't want people to judge her as different to other children*	Children have some awareness of Ellie's intentions, e.g. *she doesn't tell people she is disabled to begin with*	R5/6
	RTB1	Retrieve key ideas from the text	Using the chart on pp78–79, children can recount the key stages in Ellie's route to success and relate them to each other	Children can identify the key stages in Ellie's route to success	R2
	RTB3	Make correct inferences, based on drawing evidence from across the text	Children can express clearly what they think it is like for Ellie to live with a disability and to be a successful athlete	Children can begin to describe what they think it would be like to be a successful athlete with a disability	SL1/R3

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The Football Shirt Catherine MacPhail	GS2	Identify features common to a range of texts	Children can discuss the features of mysterious stories based upon their previous reading experiences and the illustration on the front cover	Children can identify that this is a mystery story due to the illustration on the front cover and suggest what features a mystery story might have	R7
	RR1	Retrieve key ideas from the text	Based upon reading to p5, children can draw ideas from across the chapter to discuss why Ross is tempted to take the football shirt, e.g. *it is a limited edition*; *it is a waste to leave it there*	Children give one main reason to explain why Ross is tempted to take the shirt	R2
	RR2	Recognise the effect of the writer's choice of language	Based upon reading to p17, children can identify strategies used by the author to create mystery and impact, e.g. the use of short sentences and repetition (p13, p15)	Children identify basic features used by the writer, e.g. the use of a questioning voice to make the reader feel the doubt of Ross	R5
	RTB1	Make correct inferences, based on drawing evidence from across the text	Using the chart on pp78–79, children can discuss how Ross's emotions develop through the story, and make inferences that connect the different emotions, e.g. *Ross stole the shirt because he was lonely and had no friends to guide him*	Children can make inferences about Ross's motivation at each point in the story e.g. they discuss why Ross felt desperate	R3
	RTB4	Begin to sustain different roles	Children can show insight into the story by developing thoughts from Ross's conscience	Children can begin to develop thoughts that Ross may have at different stages in the story	SL3

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The House Across the Quaggy Chris Powling	GS3	Identify how contexts relate to the text's content	Based upon reading the blurb, and their experience of adventure stories, children can predict what may be special about the house and what might happen in the story	Children attempt to predict what might happen in this adventure story, e.g. *the children might find some jewellery*	R7
	RR1	Recognise the effect of the writer's choice of language	Children can discuss the meaning of the words and the effect on the reader of the sentence "He seemed to be weighing his words as he spoke" (p8), e.g. "weighing" might mean that he is speaking very slowly and carefully to make an impact on his friends	Children need support to understand the use of the sentence	R5
	RR2	Make correct inferences and deductions based on textual evidence	Children can draw conclusions about what each character might be considering doing when they find out the value of the vase in the library (p45)	Children can suggest what the children's reactions would be to finding out that the vase might be valuable	R3
	RTB2	Use textual reference to demonstrate understanding	Children can discuss and decide whether the house is a "treasure" or "trouble" by referring to pp78–79, and making further reference to the story to gather evidence	Children discuss whether the house is a "treasure" or "trouble" by making reference to the ideas on pp78–79	R2/SL2

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A Time Traveller's Guide to the Future Isabel Thomas	GS1	Express and explain relevant ideas from reading with some elaboration	Children can suggest what the image on the front cover might be and explain, with examples based on the illustration, how life might be different in 2050, e.g. *environments might be artificially created in buildings*	Children can describe what they see on the front cover, but need support to explain their ideas	SL1/R2
	RR1	Use textual evidence to demonstrate understanding	Based on their reading to p21, children can describe a number of ideas about the future that they find surprising, with some depth of understanding, e.g. that the population has moved to the cities to access resources; the existence of more elderly people due to medical developments	Children identify some ideas about the future from their reading	R2
	RR2	Make correct inferences and deductions, based on textual evidence	Prior to reading about entertainment on pp22–27, children can predict how entertainment might develop by 2050, based on reading to this point, e.g. *children might play more indoors because there are bigger buildings*	Children's suggestions are not rooted in prior reading	R3
	RTB1	Comment on the author's intentions	Children consider the statements on pp78–79 to imagine how life may be in 2050. Children recognise that the content is drawn from the author's perspective and are able to challenge ideas	Children accept the information on pp78–79 and do not recognise that the content is based on the author's predictions	R5/6
	RTB4	Begin to sustain a role	Children can take on and sustain the role of a time traveller based upon their reading	Children begin to answer questions about time travelling based on their reading, but need support to sustain the role	SL3/R2

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The Tour de France Sean Callery, Geraint Thomas	GS3	Recognise how organisational features are used and for what purpose	Children use the glossary independently and describe how it functions to help meaning-making	Children recognise the glossary and use it with prompting	R4
	RR1	Identify the various features of the writer's use of language	Children read to p16 and can note the language and structural features of the text, e.g. *facts are written in the present tense*; *historical information is recounted in the past tense to show the difference*; *Geraint Thomas writes in the first person*	Children identify some basic features of the writer's language use, e.g. *the language describes the race in different ways*	R5
	RR2	Make correct inferences and deductions based on textual reference	Based upon reading to p9, children can explain why Desgranges wrote as if the riders were superheroes, e.g. *he was making people want to buy his newspaper to make money*	Children can make correct inferences but not relate this to the text, e.g. *he wanted his stories to be exciting to get readers to read them*	R3
	RTB1	Use textual reference to demonstrate understanding	Using pp78–79 as a starting point, children can discuss which jersey would be the hardest to win, giving reasons based upon reading	Children can use the chart on pp78–79 to discuss which jersey would be the hardest to win	R2/SL2

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Beneath the Waves Harriet Goodwin, Leon Rosselson	GS1	Identify features common to a range of texts	Children identify the common features of ghost stories, e.g. the use of descriptive language; the author's creation of suspense, strange settings and characters	Children know that ghost stories often have spooky settings, but do not relate this to author intent	R7
	RR1	Comment on the author's intentions	Based on Chapter 1, the children can identify how the author creates feelings of empathy for Joe, e.g. by giving the reader insight into his thoughts	Children show some awareness of the author's effect on the reader, e.g. *you feel sad because it tells you that his mum has died*	R5/6
	RR2	Recognise how the writer has crafted the text	Based on reading to p11, children can work with a partner to predict how the story will develop, e.g. *the detail about the earrings might be included because Joe will find them later in the story*	Children show awareness of basic features of organisation, e.g. *in the next chapter, a ghost may appear*	R4
	RTB3	Begin to sustain different roles	Children can use thought tracking to go into role as Joe's dad and explore his feelings from his point of view	Children can answer questions in role as Joe's dad	SL2/R3
	RTB4	Use textual reference to demonstrate understanding	Based on reading pp78–79, children can discuss the stages of grief that Joe passes through in the story	Children can connect some stages on pp78–79 to the relevant stage in the story	R2

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Daybreak Ally Kennen	GS2	Identify the writer's purpose	Children can read the blurb and front cover and discuss how the story may develop in relation to the author's intent, e.g. *the story is being narrated by the main character, who is going to hatch a plan. The author is trying to hook the reader with this information*	Children notice that the blurb is designed to hook the reader	R6
	RR1	Recognise how the writer has crafted the text	Children can read to p9, noting the main themes that are introduced and how they contribute to the story, e.g. conflict between the sisters. They recognise that this conflict may be resolved through the plot	Children identify some basic organisation, e.g. in this chapter the sisters have an argument	R4
	RR2	Make correct inferences and deductions based on textual evidence	Children can describe Linnie's character based on reading Chapter 1. They make inferences, e.g. *Linnie feels hard-done-by when she shouts that the farm is always more important than her*	Children make correct inferences but without textual reference	R3
	RTB1	Use textual reference to demonstrate understanding	Based on pp78–79, children answer questions about the development of the relationship between the sisters and their motives, referring to different stages in the story in detail, e.g. *Linnie cries because she feels that her family put the farm before her birthday; she is furious with her sister*	Children discuss the sisters' motives in general terms, e.g. *Linnie cries because she is upset*	R2/SL1

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What If We Run Out of Oil? Nick Hunter	RR1	Retrieve key ideas from the text	Children can voice their reactions to the notion of living without oil in a focused way, based upon their reading to p5, e.g. *you wouldn't be able to wash your hair because shampoo is made from oil. Urgh!*	Children make general statements, e.g. *it would be horrible without oil because we couldn't watch TV*	R2
	RR2	Make correct inferences based on textual evidence	Using the chart on p7, children can suggest why oil usage varies from country to country, based on reading, e.g. *people in the USA travel long distances which uses oil*	Children make inferences that are not rooted in their reading, e.g. *in the USA, they use more oil than in the UK because it is a bigger country*	R3
	RTB1	Sustain a role in a group discussion, sometimes shaping talk	Using the summary on pp78–79, children can contribute to a discussion about how we can reduce oil use, sometimes shaping the talk, e.g. *another way that we can reduce oil ... I agree with ...*	Children take turns and make contributions to a group discussion based on reading	SL2/R2
	RTB4	Recognise the viewpoint in texts	Based on reading pp36–43, children recognise that the author is conveying the negative aspects of mining for oil, and can explain how they feel based on reading this perspective	Children show some awareness of the writer, e.g. *he tells you bad things about oil mining, and then good things*	R6

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Three Weird Days and a Meteorite Judy Allen	GS1	Express and explain relevant ideas with some elaboration	Children can predict what may happen in the story in detail from considering the image on the front cover	Children describe straightforward ideas about what may happen in the story	SL1/R2
	RR1	Identify the various features of the writer's use of language	Based upon reading pp2–3, children identify that the story is narrated in the third person, and that the role of the third-person narrator is used to give information about events and characters to the reader	Children identify that the story is being told by a narrator	R5
	RR2	Make correct inferences and deductions based on textual evidence	Based upon reading to Chapter 6, children can deduce why Mike is having strange dreams, and predict what they mean e.g. *he is having the dreams because he was hit by the meteorite*; *the dreams give him information*	Children attempt to explain why Mike is having weird dreams, but draw from their own experiences rather than the text	R3
	RR3	Recognise how the writer has organised the text	After reading the story, children can relate the events of the story to the title of the book and understand that the story is told chronologically	Children recognise that chapters are used to organise the story, but do not clearly connect the events of the story to the title	R4
	RTB1	Retrieve key ideas from the text	Using the article on pp78–79, children can return to the story to suggest additional information to contribute to the newspaper, e.g. *Mike's family were temporarily staying with Mrs North after their house was damaged by a neighbour's workmen*	Children suggest ideas to add to the report on pp78–79, but need support to focus their ideas closely on the story	R2

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Virginia Hall, World War II Spy Adrian Bradbury	GS2	Identify features common to a range of texts	Children recognise the features of a biography, e.g. *it is written about a real person in the third person*; *it is written in the past tense*	Children recognise that a biography is the story of someone's life, told by someone else but do not generalise the features	R7/R5
	RR1	Make correct inferences and deductions based on textual evidence	Children read Chapter 1 and are able to infer information about Virginia's preparation to be a spy based on specific information, e.g. *she was able to travel abroad because her family were wealthy. This experience helped her learn about other languages*	Children note what prepared Virginia for her life as a spy but do not make inferences rooted in the text	R3
	RR2	Use textual reference to demonstrate understanding	Based on reading to p13, children can identify the special qualities that helped Virginia to recover from her amputation, e.g. *bravery, determination, courage and humour*	Children identify some of the qualities that Virginia possessed	R2
	RTB1	Recognise how organisational features are used and for what purpose	Children can interpret the scale of the timeline on pp78–79 and use it as the basis for a discussion about important moments in Virginia's career	Children begin to interpret the timeline, but need help to understand how it organises the time span in Virginia's life	R4
	RTB4	Begin to sustain different roles	Children can take the hot seat as Virginia and describe a critical time in her life in some detail	Children give extended answers to questions in role as Virginia	SL1

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Wild Cat Berlie Doherty	GS1	Identify features common to a range of texts	Children know the features of myths and can recall some mythical creatures/ stories from other reading	Children know that myths are not true and that they contain mythical creatures, e.g. werewolves	R7
	RR2	Make correct inferences, based on drawing evidence from across the text	Based on reading Chapter 1, children can discuss what they know about Catrin and make inferences based on the text, e.g. *she doesn't feel she needs friends because she likes her own company*; *she is unusual because her Dad has an unusual job*	Children describe Catrin as a loner and explain this in their own words	R3
	RR3	Recognise the effect of the writer's choice of language	Children can find examples of how the author has used vivid description to build tension, e.g. "It splintered into their heads and crept into their very bones, until it began to haunt their very dreams." (p42)	Children can select words chosen by the author that describe the setting and mood	R4/5
	RTB1	Retrieve key ideas from the text	Using the role chart on pp78–79, children can discuss Catrin's roles and how the settings in the story affect her, making reference to the text e.g. *in the mountains with Leo, Catrin is confident*	Children can relate the images on pp78–79 to the story, e.g. *Catrin is a dreamer when she is looking at the mountains*	R2
	RTB4	Sustain a role in a group, sometimes shaping talk	Children can contribute significantly to a discussion where they describe the Welsh landscape based on examples from their reading	Children join in a discussion about the Welsh landscape, but do not shape it	SL2