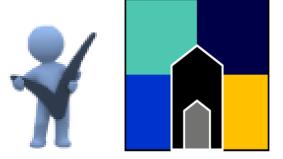
## An Daras Multi Academy Trust



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Assessing Pupil Progress – Reading (Y4)

Integrated Curriculum Scheme of Learning - 2015	
Document:	ADMAT Assessing Pupil Progress (APP)
National Curriculum Subjects:	Reading
Year Group:	Year 4
Agreed and Approved:	Sept 15
Leader In Year Review Dates:	Sept 16
Related Documents and Guidance:	National Curriculum 14/15
	Dimensions Skill Ladders 14
	English Scheme of Learning 15
	Non-Negotiable 14
	English Policy 15
	Handwriting Policy 15
	Assessment Policy 15
	Marking Policy 15

age 1	•Curriculum Scheme of Work •Assessment Process/Policy	<ul> <li>Reviewed annually</li> <li>Curriculum Policy</li> <li>DfE Guidance</li> <li>Pupil Outcomes</li> </ul>
age 2	Planned Units of Work     Integrated Cross Curricular Assessment Opportunities	<ul> <li>Reviewed Termly</li> <li>Cross Curricular evidence</li> </ul>
age 3	•AfL - Daily/weekly •APP - Half termly	<ul> <li>Marking</li> <li>Rich Evidence</li> <li>Standardisation Tasks</li> </ul>
age 4	•Formative and diagnostic assessment - Ongoing •Summative assessment - Half termly/termly	<ul> <li>Analysis</li> <li>I Track</li> <li>85% on track ARE</li> </ul>
age 5	•Moderation - Half Termly/termly •Standardisation - Half termly/termly	<ul> <li>Within school</li> <li>Across MAT</li> <li>Practical exemplars</li> </ul>
age 6	•Pupil Voice - Half termly •Tracking Analysis - Cohort/Significant groups - Half termly	<ul> <li>Within school</li> <li>Across MAT</li> <li>Practical Exemplar</li> <li>Feeds into planned units of work</li> </ul>
age 1	•Curriculum Scheme of Work •Assessment Process/Policy	<ul> <li>Reviewed annually</li> <li>Curriculum Policy</li> <li>DfE Guidance</li> <li>Pupil Outcomes</li> </ul>
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ADMAT Year Group 4 Non-Negotiable Expectations	Key Concepts
Reading - Non-Negotiable	<ul> <li>Give a personal point of view on a text</li> <li>Re-explain a text with confidence</li> <li>Justify inferences with evidence, predicting what might happen from details stated or implied</li> <li>Use appropriate voices for characters within a story</li> <li>Recognise: <ul> <li>apostrophe of possession (plural)</li> </ul> </li> <li>Identify how sentence type can be changed by altering word order, tenses, adding/deleting words or amending punctuation</li> <li>Explain why a writer has used different sentence types or a particular word order and the effect it has created</li> <li>Skim &amp; scan to locate information and/or answer a question</li> </ul>
Unlocking learning through Oracy - Non-Negotiable	<ul> <li>Talk and listen confidently in a wide range of contexts</li> <li>Ask questions to clarify or develop understanding</li> <li>Give an answer and justify with evidence</li> <li>Sequence, develop and communicate ideas in an organised and logical way in complete sentences as required</li> <li>Show understanding of the main points and significant details in a discussion</li> <li>Show they have listened carefully through making relevant comments</li> <li>Increasingly able to adapt what they say to meet the needs of the audience/listener</li> <li>Vary the use and choice of vocabulary dependent on the purpose and audience</li> <li>Show understanding of how and why language choices vary in different contexts</li> <li>Use some features of Standard English</li> <li>Present writing to an audience using appropriate intonation and control the tone and volume so that the meaning is clear</li> <li>Perform poems or plays from memory conveying ideas about characters and situation by adapting expression and tone</li> <li>Understand when the context requires the use of Standard English</li> </ul>

ADN Year Reac Conc	4 ling/	Кеу		, i	Namo Teacl			Term Aut1: Au2:				Term Sp1: Sp2:	2			Term Sum: Sum2	1:			Are R Key:	elated	Expecta	ation	NE = Not Enough Evidence EM = Emerging TI = Towards Independence EXP = Expected EXP+ = Expected Plus EXC = Exceeding				e							
A/De	coding	g		B/Re pleas	ading	for		C/Pre	dictio	n		D/Cla	arifyin	g		E/Qu	estior	ing		F/ Su	mmar	ising		G/La	nguag	e for e	ffect	H/Themes and conventions							
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Rich Evidence – Guidance	Autumn Term	Spring Term	Summer Term
Year 4	(Terms 1+2)	(Terms 3+4)	(Terms 5+6)
Formative	Independent Reading- 1:1	Independent Reading- 1:1	Independent Reading- 1:1
	Book Bands	Book Bands	Book Bands
	Oral Comprehension	Oral Comprehension	Oral Comprehension
	Home/ School Reading Records	Home/ School Reading Records	Home/ School Reading Records
	Guided Reading Assessment Notes	Guided Reading Assessment Notes	Guided Reading Assessment Notes
	Written Response to reading. E.g.	Written Response to reading. E.g. Reading	Written Response to reading. E.g. Reading
	Reading menus	menus	menus
	Comprehension Activities	Comprehension Activities	Comprehension Activities
	Reading from Topic/ Cross Curricular	Reading from Topic/ Cross Curricular	Reading from Topic/ Cross Curricular
	Reading	Reading	Reading
	Independent and choice Reading (e.g.	Independent and choice Reading (e.g.	Independent and choice Reading (e.g.
	Homework/ Reading Time/Library)	Homework/ Reading Time/Library)	Homework/ Reading Time/Library)
	Research Reading in Other Subjects	Research Reading in Other Subjects	Research Reading in Other Subjects
	Reading in Role- Play	Reading in Role- Play	Reading in Role- Play
	Self- Initiated Reading	Self-Initiated Reading	Self-Initiated Reading
Summative	Comprehension Reading (1x half term	Comprehension Reading (1x half term	Comprehension Reading(1x half term
	minimum)	minimum)	minimum)