**EMBEDDED ASSESSMENT**

Proven formative and summative assessment using the Oxford Reading Criterion Scale.

**Assess reading level**

<table>
<thead>
<tr>
<th>Oxford Reading Criterion Scale</th>
<th>Standard 5: Year 4/Primary 5</th>
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<tbody>
<tr>
<td><strong>Name: Date:</strong></td>
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<tr>
<td>No Criteria Evidence?</td>
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**Project X Origins and the Oxford Reading Criterion Scale: Standard 5**

<table>
<thead>
<tr>
<th>Project X Origins</th>
<th>Gray Book Band/Oxford Level 14</th>
<th>Dark Blue Book Band/Oxford Level 15</th>
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<tbody>
<tr>
<td>Phase 6</td>
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- Can read aloud with intonation and expression, taking into account presentational devices (e.g. capital letters or italics for emphasis) and a more sophisticated range of punctuation, including ... (READ)
- Can make confident and independent use of a range of strategies appropriately to establish meaning, e.g. self-correcting, widening knowledge of vocabulary (READ)
- Can read text to gather the general impression of what has been written (R)
- Can use non-fiction to support the understanding of information or ideas from text, e.g. highlighting, notes in the margin (R)
- Can scan texts to locate specific information (R)
- Can use clues from action, description and dialogue to help establish meaning (R)
- Can refer to text to support opinions and predictions (R/DS)
- Can use connectives to establish meaning, e.g. use of connecting adverbs or pronouns (A)
- Can refer to the text to support opinions and predictions (R/DS)
- Can make as they learn to read.

Choose a book that covers the skills that you have identified each child needs to develop.
Teaching using the guided reading notes

Every Project X Origins book comes with comprehensive guided reading notes with before, during and after reading support to embed grammar, punctuation, spelling and comprehension skills.

Track your pupils’ progress

Build up a bank of evidence by using the Oxford Reading Criterion Scale for every pupil on an ongoing basis to ensure progression.

“Excellent targets, linked to developing progress, supported both schools in their aims of providing knowledge of engaged readers, and supporting raising progress.”

Lead teacher on using the Reading Criterion Scale across a number of different schools

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