From Parrots to Pinocchio
Assessment in TreeTops
The reading assessment cycle using *TreeTops*

*TreeTops* offers a simple but effective set of tools to help you not just track children’s progress, but to make sure it happens.

- Assess their reading
- Identify gaps in their learning and find their Oxford Level
- Teach to develop skills
- Track progress

Find out how to Assess their reading
### Oxford Reading Criterion Scale

**STANDARD 4: Year 3/Primary 4**

<table>
<thead>
<tr>
<th>No.</th>
<th>Criteria</th>
<th>Evidence? (✔, ✘, ●)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Can read independently using a range of strategies to decode unfamiliar words and to establish meaning (e.g. self-correcting, widening knowledge of vocabulary). (READ)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Can read aloud with expression and intonation taking into account ., , ! and ' for contractions, as well as inverted commas (””) for dialogue. (READ)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Can summarize the main points in a text. (R)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Can explore some straightforward underlying themes and ideas (those that are not clearly signalled at a literal level). (I)</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Can make plausible predictions based on knowledge from/of the text and wider connections (e.g. other texts on same theme; other texts by same author; a personal connection the child makes to wider experiences). (I)</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Can explain how and why main characters act in certain ways, using evidence from the text. (I)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Can make choices about which texts to read based on and referring back to prior reading experience, expressing preferences and comparing texts. (E)</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Understands the purpose of a paragraph/chapter (i.e. the way in which writers use paragraphs and chapters to group related ideas together). (A)</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Can identify language the author has chosen to use to capture the reader’s interest and imagination. (E)</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Can confidently use knowledge of the alphabet to locate information in, for example, a dictionary or index. (R/A)</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Can read all the Y1/2 and some Y4/5 high frequency words. (READ)</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Is able to quote directly from the text to answer questions. (R)</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Is beginning to skim read texts to gather the general impression of what has been written. (R)</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Is beginning to scan texts to locate specific information. (R)</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Is beginning to use text marking to support retrieval of information or ideas from texts, e.g. highlighting, notes in the margin. (R)</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Can identify reasons for actions and events based on evidence in the text. (I)</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Can explore potential meanings of ambitious vocabulary read in context using knowledge of etymology (the word origin), morphology (the form and structure of a word, i.e. the ‘root’ word plus prefix and/or suffix), or the context of the word. (D)</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Sometimes empathizes with different characters’ point of view in order to explain what characters are thinking/feeling and the way they act. (D)</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Can identify language the author has chosen to create images and build mood and tension. (E)</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Can identify the differences between a wider range of non-fiction text types (e.g. instructions, explanations). (A)</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Sometimes use clues from action, description and dialogue to help establish meaning. (I)</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>When prompted, can justify and elaborate on opinions and predictions, referring back to the text for evidence. (D)</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment score**

- 0–5 ticks = not yet working at this Standard; review against Standard 3
- 6–11 ticks = Developing (Oxford Levels 11/12)
- 12–19 ticks = Secure (Oxford Level 13)
- 20–23 ticks = Advanced (Oxford Level 14)

**Assessment point:** children with 21 or more ticks may be assessed against Standard 5.

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**Assess their reading**

1. Choose the Standard that is the best fit for your group
2. Assess their reading behaviours against the criteria
3. Count the ticks to:
   - Identify where children are in relation to year group expectations
   - Identify their Oxford Level so you can choose the right resources for them

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**Move on to Finding a TreeTops book at the right Oxford Level**
Find their Oxford Level

It’s time to go on a world tour and learn about the origins and history of dance. Dance flamenco in Spain, samba in Brazil and bhangra in India. You can even try out breakdancing in New York. This book will really keep you on your toes!

Greg Foot says: Join this world tour to meet dancers from all corners of the globe. Just don’t forget your dancing shoes!

Assessment score

0-5 ticks = not yet working at this Standard; review against Standard 4
6-12 ticks = Developing (Oxford Levels 14)
13-19 ticks = Secure (Oxford Level 15)
20-23 ticks = Advanced (Oxford Level 16)

Assessment point: children with 21 or more ticks may be assessed against Standard 6

Each TreeTops book is carefully levelled using Oxford Levels.

The Oxford Reading Criterion Scale shows you which Oxford Level is most appropriate to use.

Move on to Identify gaps in your children’s learning
The Oxford Reading Criterion Scale

Oxford Primary Reading Assessment

Readers at Secure Standard 4: Year 3/P4 (Oxford Level 13)

Skills demonstrated
- Can usually read fluently and independently without pausing to decode words.
- With some support or encouragement, can explain the reasons why the author has used a paragraph break (e.g. for a new speaker or as a point where the story moves on).
- In discussion, can work out the meaning of some more challenging words in context.
- E.g. 'scudding'.
- Can read a straightforward prediction of what might happen next, based on knowledge of the story so far and of other traditional tales.

Readers at Secure Standard 5: Year 4/P5 (Oxford Level 15)

Skills demonstrated
- Can choose an appropriate reading strategy (e.g. skimming or scanning) to find the answer to the question. You do not need to know that they are following for extra support.
- Can read a straightforward prediction of what might happen next, based on knowledge of the story so far and of other traditional tales.

Back to Assess their reading

You will find the Oxford Reading Criterion Scale in our Oxford Primary Reading Assessment Handbook. This contains extra support to help you make your judgements, including exemplification of expected reading standards for each year group. It also contains sample reading tests for Year 2 and Year 6.
Identify gaps in learning

From your reading assessment look at the areas you allocated a cross or a dot.

Then using the charts from the TreeTops Teaching Notes you can choose the right book to help develop these skills.

Now move on to Teach to develop skills.
The Oxford Levels are matched to the new national expectations.

<table>
<thead>
<tr>
<th>Oxford Reading Criterion Scale</th>
<th>Year Group</th>
<th>Oxford Level</th>
<th>Book Band</th>
<th>Children on these Oxford Levels at the end of year are meeting the curriculum expectations</th>
<th>Children on these Oxford Levels at the end of the year should be on track to achieve National Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Reading Standard</td>
<td>Pre-School/Reception</td>
<td>1/1+</td>
<td>Lilac/Pink</td>
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<tr>
<td>Standard 1</td>
<td>Reception</td>
<td>1+</td>
<td>Pink</td>
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<tr>
<td></td>
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<td>2</td>
<td>Red</td>
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<tr>
<td></td>
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<td>3</td>
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<td></td>
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<td>5</td>
<td>Green</td>
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<tr>
<td></td>
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<td>Orange</td>
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<td>Year 2</td>
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<td>8</td>
<td>Purple</td>
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<td>9</td>
<td>Gold</td>
<td>✓</td>
<td>✓</td>
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<td>10</td>
<td>White</td>
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<tr>
<td></td>
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<td>Lime</td>
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<td>Standard 4</td>
<td>Year 3</td>
<td>9</td>
<td>Brown</td>
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<td>Brown</td>
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<td>✓</td>
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<tr>
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<td>Brown</td>
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<td>✓</td>
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<td></td>
<td></td>
<td>12</td>
<td>Grey</td>
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<tr>
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<td>15</td>
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<td>Standard 6</td>
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<td>17</td>
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<td>Standard 7</td>
<td>Year 6</td>
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<td></td>
<td>19</td>
<td>Dark Red +</td>
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<tr>
<td></td>
<td></td>
<td>20</td>
<td>Dark Red +</td>
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<td>✓</td>
</tr>
</tbody>
</table>

Back to Find the right level
Teach to develop skills
### Wuthering Heights (Oxford Level 17) curriculum coverage chart

**Links to Oxford Reading Criterion Scale:**
- Can discuss how an author builds a character through dialogue, action and description. (D) [ORCS Standard 6, 11]
- Can infer and deduce meaning based on evidence drawn from different points in the text. (D) [ORCS Standard 6, 16]
- Can justify and elaborate on thoughts, feelings, opinions and predictions, referring back to the text for evidence. (R/D) [ORCS Standard 6, 19]

### Comprehension strategies

- Comprehension strategies are taught throughout the Teaching Notes to enable pupils to understand what they are reading in books that they can read independently. In these Teaching Notes the following strategies are taught:
  - Predicting
  - Questioning
  - Clarifying
  - Summarising
  - Imagining

### ENGLAND The national Curriculum in England: Years 5–6

**Spoken language**
- Pupils should be taught to participate in discussions, presentations, performances and debates (SpokLang.9)

**Reading**
- Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions (Year 5/6 ReadComp.1)
- Pupils should be taught to understand what they read by drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence (Year 5/6 ReadComp.2)
- Pupils should be taught to understand what they read by predicting what might happen from details stated and implied (Year 5/6 ReadComp.2iv)
- Pupils should be taught to understand what they read by providing reasoned justifications for their views (Year 5/6 ReadComp.8)

**Writing**
- Pupils should be taught to plan their writing by, in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed (Y5/6 WriteComp.1)

### SCOTLAND Curriculum for Excellence: literacy and English experiences and outcomes – Second level

**Listening and talking**
- When I engage with others, I can respond in ways appropriate to my role, show that I value others’ contributions and use these to build on thinking (LIT 2-02a)

**Reading**
- To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own (ENG 2-17a)
- I can discuss the writer’s style and other features appropriate to genre (ENG 2-19a)

**Writing**
- Having explored the elements which writers use in different genres, I can use what I learn to create stories [...] with an interesting and appropriate structure, interesting characters and/or settings which come to life (ENG 2-31a)

### WALES Programme of Study for English: Year 5

**Oracy**
- Learners are able to explore issues and themes through role play (Y5_OracSpea.5)

**Reading**
- Learners are able to infer meaning which is not explicitly stated, e.g. what happens next?, why did he/she do that? (Y5_ReadComp.2)

**Writing**
- Learners are able to use techniques in planning writing, e.g. mindmapping, sequencing, placemat activities (Y5_WritMean.4)

### NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Primary Level 4

**Talking and Listening**
- Pupils can develop a role (L4_com_talk.1i)

**Reading**
- Pupils can understand explicit meanings and recognise some implicit meanings (L4_com_read.4ii)
- Pupils can explain opinions about what they read (L4_com_read.5)

**Writing**
- Pupils can choose from and use a range of forms, as appropriate (L4_com_writ.3i)
Wuthering Heights

Author: Emily Brontë (1818 –1848)

Synopsis

As children, Catherine Earnshaw and Heathcliff are inseparable but Catherine later rejects the dangerous Heathcliff to marry respectable Edgar Linton. When Linton puts an end to Catherine and Heathcliff’s friendship, Catherine becomes ill and then dies in childbirth. Heathcliff seeks revenge by robbing Edgar’s sister, Isabella, and stealing the Earnshaws out of their family homes. The story ends when the ghost of Catherine comes for Heathcliff and he dies, leaving the homes to their rightful owners.

Social and historical context

The story is set in Yorkshire, England, mainly during the late eighteenth century. Emily used the local moorland and valley, and typical stone architecture, as the setting for Wuthering Heights. Illness and death were common occurrences during Emily’s lifetime. Emily Brontë’s older sisters, Maria and Elizabeth, died of tuberculosis before they were fifteen, and in Wuthering Heights, Edgar and Linton also die of wasting diseases.

Group or guided reading

Introducing the book

- **Clarifying**: Ask the children to read the rest of Chapter 1. As they read, ask them to note down the names of each of the characters they meet on a sheet of paper. Once they have read the chapter, help the children to begin to interpret the relationship between the characters. Can they draw lines between the characters’ names to show how they are linked?

During reading

- **Clarifying**: Ask the children to read up to the end of page 7 to the children. Ask them to try to visualise the room of the house where Mr Lockwood has arrived. What would it look and smell like? What sounds would they hear?

- **Questions/Answers**: Ask the children to consider the impact of having two narrators – how does this affect the story and the pace? Why do they think the author chose Nelly Dean as the main narrator?

- **Clarifying**: Ask the children to read up to the end of page 17 to the children. Ask them to try to visualise the room of the house where Mr Lockwood has arrived. What would it look and smell like? What sounds would they hear?

- **Clarifying**: Ask the children to read up to the end of page 27 to the children. Ask them to try to visualise the room of the house where Mr Lockwood has arrived. What would it look and smell like? What sounds would they hear?

- **Questions/Answers**: Ask the children to consider the impact of having two narrators – how does this affect the story and the pace? Why do they think the author chose Nelly Dean as the main narrator?

- **Clarifying**: Ask the children to read up to the end of page 37 to the children. Ask them to try to visualise the room of the house where Mr Lockwood has arrived. What would it look and smell like? What sounds would they hear?

- **Questions/Answers**: Ask the children to consider the impact of having two narrators – how does this affect the story and the pace? Why do they think the author chose Nelly Dean as the main narrator?

Individual reading

- **Objectives**: Use different narrative techniques to engage and entertain the reader.

- **Questions/Answers**: Ask the children to consider the impact of having two narrators – how does this affect the story and the pace? Why do they think the author chose Nelly Dean as the main narrator?

Speaking, listening and drama activities

- **Objectives**: Consider examples of conflict and meditation, the language used.

- **Questions/Answers**: Ask the children to consider the impact of having two narrators – how does this affect the story and the pace? Why do they think the author chose Nelly Dean as the main narrator?

Writing activities

- **Objectives**: Use different narrative techniques to engage and entertain the reader.

- **Questions/Answers**: Ask the children to consider the impact of having two narrators – how does this affect the story and the pace? Why do they think the author chose Nelly Dean as the main narrator?
Track progress

You can build up a bank of evidence using your assessments on the Oxford Reading Criterion Scale sheets.

Photocopiable versions of these sheets can be found in the *Oxford Primary Reading Assessment Handbooks*.

The Oxford Reading and Writing Criterion Scales are now available in Classroom Monitor. If you have a Classroom Monitor subscription, you can activate it for free!
Assessment in TreeTops

Find out more about TreeTops

Contact your local sales representative