

## Year 5 Reading Assessment

<b>Working towards the expected standard</b>					
<b>Word Reading</b>					
<b>The pupil can:</b>					
apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet					
<b>Comprehension</b>					
<b>The pupil can develop positive attitudes to reading and understanding of what they read. The pupil can:</b>					
read fiction, poetry, non-fiction and reference books or textbooks					
read some books that are structured in different ways and read for a range of purposes					
increase their familiarity with a range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions					
recommend some books that they have read to their peers, giving reasons for their choices					
with support, identify and discuss themes and conventions in and across a range of writing					
with support, make simple comparisons within and across books					
learn some poetry by heart					
with support, prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience					
<b>The pupil can understand what they read. The pupil can:</b>					
with support, ask some relevant questions to improve their understanding					
with prompts, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying some inferences with evidence					
make some predictions on what might happen from details stated and implied					
with support, summarise some main ideas drawn from more than one paragraph, identifying some key details that support the main ideas					
with support, identify how some language, structure and presentation contribute to meaning in some texts					
with support, discuss and evaluate how authors use language, including some figurative language, considering the impact on the reader					
with support, distinguish between statements of fact and opinion					
with support, retrieve, record and present information from non-fiction					
with support, participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas					
with support, explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary					
with support, begin to provide reasoned justifications for their views					

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<b>The pupil can:</b>						
apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet						
<b>Comprehension</b>						
<b>The pupil can develop positive attitudes to reading and understanding of what they read. The pupil can:</b>						
read and discuss a range of fiction, poetry, plays, non-fiction and reference books or text books						
read books that are structured in different ways and read for a range of purposes						
increase 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						
recommend books that they have read to their peers, giving simple reasons for their choices and sometimes referring to the text						
identify and discuss themes and conventions in and across a wide range of writing e.g., use of first person when writing diaries or autobiographies						
make comparisons within and across books e.g., plot, genre and theme						
learn a wider range of age-appropriate poetry by heart						
prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience						
<b>The pupil can understand what they read. The pupil can:</b>						
check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context						
ask questions to improve their understanding						
with occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence						
predict what might happen from details stated and implied						
with support, locate relevant information in a text, summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas						
identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author's language to create mood and build tension and the impact on the reader						
distinguishing between statements of fact and opinion						
retrieve, record and present some information from non-fiction						
participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging some views						
explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary						

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provide reasoned justifications for their views.									
<b>Working higher than the expected standard</b>									
<b>Word Reading</b>									
<b>The pupil can:</b>									
apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet									
<b>Comprehension</b>									
<b>The pupil can develop positive attitudes to reading and understanding of what they read. The pupil can:</b>									
read and discuss wide range of fiction, poetry, plays, non-fiction and reference books or text books									
read books that are structured in different ways and read for a range of purposes									
increase 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									
recommend books that they have read to their peers, giving simple reasons for their choices and sometimes referring to the text									
identify and discuss themes and conventions in and across a wide range of writing e.g., use of first person when writing diaries or autobiographies									
make comparisons within and across books e.g., plot, genre and theme									
learn a wider range of poetry by heart									
prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience									
<b>The pupil can understand what they read. The pupil can:</b>									
check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context									
ask questions to improve their understanding									
draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence									
predict what might happen from details stated and implied									
summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas									
identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author's language to create mood and build tension and the impact on the reader									
distinguishing between statements of fact and opinion									
retrieve, record and present information from a wide range of non-fiction									
participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views									
explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary									

