# Year 5 Reading

## Age Related Expectations Assessment Grid for Reading: Year 5

Name _____    Class-   Y1    Y2    Y3    Y4    Y5    Y6

| | Word Reading | Comprehension<br><br>I can understand and interpret | Comprehension<br><br>I can comment on structure and organisation | Comprehension<br><br>I can talk about the writers style | Comprehension<br><br>I can talk about the writers viewpoint and how this makes the reader feel |
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| **Year 5: Emerging** | Read fluently and expressively, adjusting tone of voice when necessary<br><br>Tackles unfamiliar words confidently in the context of the text.<br><br>Apply growing knowledge of root words, prefixes and suffixes as listed in NC English appendix 1.<br><br>Read aloud and understand the meaning of new words that they meet. | Demonstrate understanding of themes, events etc<br><br>Refers to the text to support predictions and opinions.<br><br>Skim, scan and text-mark to research quickly and efficiently.<br><br>Distinguishes between fact and opinion easily.<br><br>Discuss the plot and how complications are resolved<br><br>Confidently identify and draw inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying actions with evidence. | Routinely use non-fiction texts to extract information across the curriculum. (Increased challenge within the texts). | Routinely use non-fiction texts to extract information across the curriculum. (Increased challenge within the texts).<br><br>Identify and describe the styles of individual writers and poets.<br><br>Identify and comment on expressive, figurative and descriptive language.<br><br>Use language features of a range of non-fiction text-types to support understanding.<br><br>Able to explain why an author has used a device eg. simile, metaphor. | Distinguish between fact and opinion across a variety of texts and across the curriculum.<br><br>Recognises and discusses how the author encourages the reader to empathise with the character, or a particular viewpoint or opinion. |
| **Year 5: Meeting** | Respond to more sophisticated punctuation<br><br>Can scan text and quickly identify familiar / unfamiliar vocabulary<br><br>Pronounce homophones in the context of the sentence (hear, here )<br><br>Recognise a full range of prefixes and suffixes (auto, bi, trans, cian etc)<br><br>Maintain positive attitudes to reading.<br><br>Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference or text books.<br><br>Read on sight words from Y5 word list. | Skim and scan to retrieve key information accurately<br><br>Empathise with different characters viewpoint and justify thinking.<br><br>Confidently identify and draw inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying actions with evidence.<br><br>Discuss fact and opinion across a variety of texts and across the curriculum.<br><br>Discuss messages, moods, feelings and attitudes using inference and deduction.<br><br>Confidently, prepare poems and plays to read aloud and to perform, show understanding through intonation, tone and volume so that the meaning is clear to an audience | Make critical comparisons between texts and evaluate their effectiveness with reference to the type of text Eg Persuasive piece<br><br>Discuss plot how complications are resolved<br><br>Discuss hybrid texts<br><br>Always refer to the text to support predictions and opinions | Understand how authors use figurative language to create different effects.<br><br>Critically evaluate how the author has conveyed different viewpoints, characters, and structured plots for effect.<br><br>Identifies and describe the styles of individual writers and poets.<br><br>Evaluates the effectiveness of expressive, figurative and descriptive language.<br><br>Able to explain why an author has used a device eg. simile, metaphor and the impact that it has on the reader. | Discuss fact and opinion across a variety of texts and across the curriculum.<br><br>Knows why the author has encouraged the reader to empathise with the character, or a particular viewpoint or an opinion, and the impact it has on the reader.<br><br>Sustains discussion about characters and their motives with reference to text. |
| **Year 5: Deepening** | Recommend books to their peers giving reason for their choices, eg language, themes, authorial style.<br><br>Read on sight words from Y6 word list.<br><br>Reads fluently, using a range of punctuation to establish meaning and inform intonation.<br><br>Uses knowledge of word roots and derivations to pronounce and understand unknown words.<br><br>Has stamina to tackle more challenging and extended texts. | Confidently identify and draw inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying actions with evidence and my own viewpoints.<br><br>Empathises with different characters' points of view<br><br>Secure use of skimming, scanning and text-marking so that research is fast and effective.<br><br>Refers to the text to support predictions and opinions. (Point, Evidence, Explain – PEE)<br><br>Compare how different sources treat the same information.<br><br>Adapt own opinion in light of further reading or others' ideas.<br><br>Summarise key information from different texts across the curriculum. | Make critical comparisons to inform my viewpoints and opinions around the effectiveness of different texts.<br><br>Know how the way a text is organised supports the purpose of the writing. | Understand and evaluate how authors use figurative language and grammatical features to create different effects and impact the reader.<br><br>Critically evaluate how the author has conveyed different viewpoints, characters, and structured plots for effect. Identifies the style of individual writers and poets and provide examples from a range of texts.<br><br>Uses the language features of a range of non-fiction text-types to sustain understanding over extended texts | Knows why the author has encouraged the reader to empathise with the character, or a particular viewpoint or an opinion, and the impact it has on the reader.<br><br>Formulate own questions to improve their understanding<br><br>Compare and contrast texts by the same writer<br><br>Compare texts by different writers on the same topic. |