

Year 5 reading assessment

	Working towards expected standard	Working at the national standard	Working at greater depth
	Sufficient evidence shows the ability to...	Sufficient evidence shows the ability to...	Sufficient evidence shows the ability to...
Word Reading	<ul style="list-style-type: none"> Read a range of age-appropriate text types from those specified for YRs 5 and 6. Read at a speed sufficient for them to focus on understanding. Read most common exception words, noting unusual correspondence between spelling and sound. Decode alternative sounds for a wide range of graphemes. Use phonic skills of segmenting and blending to address unfamiliar words. Know the different pronunciations of words with the same letter-string; e.g. bought, rough, cough, though, plough. Determine the meaning of new words by sometimes applying knowledge of root words and their affixes in the YR 5- 6 spelling appendix e.g. assist/ assistance, adorable/adoration, horrible/horribly. Prepare poems and play scripts to read aloud and perform. Sometimes show success in using appropriate intonation and volume when reciting or reading aloud. 	<ul style="list-style-type: none"> Fluently and automatically read a range of age-appropriate texts from the following: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non- fiction and reference or text books. Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. suspect/suspicious, change/changeable, receive/reception. Know securely the different pronunciations of words with the same letter-string e.g. bought, rough, cough, though, plough. Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear. 	<ul style="list-style-type: none"> Fluently and effortlessly read a wide range of age-appropriate texts from some of the following: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books. Determine with confidence the meaning of new words by applying morphological knowledge of root words and affixes from the YR 5-6 spelling appendix. With little guidance, use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.
Comprehension	<ul style="list-style-type: none"> Enjoy reading a range of texts, fiction and non-fiction, both in and out of school. Be familiar with some of the text types specified in the YR 5-6 programme of study. Recommend books they have read to their peers, being able to say why those choices were made. Identify the main themes and conventions in several genres e.g. 'suspense' in a story; 'goodbyes' in a poem; use of first person in diary-writing. Recite age-appropriate poetry which has been learned by heart, with some success. Attempt to explain the purpose of the language, structure and presentation of texts e.g. bullet points; how a letter is set out; introductory paragraphs. Discuss their understanding of the meaning of words in context, finding other words which are similar. Discuss how authors use language, including figurative language (e.g. simile, imagery) and attempt to explain its effect. Ask questions during discussion, to improve understanding. Make comparisons within texts; begin to compare across texts e.g. contrasting poems. Draw inferences and begin to justify these with evidence from the text e.g. explain how character's feelings changed and how they know this; make credible predictions. Begin to distinguish fact from opinion; understand the difference. Retrieve, record and present information from non-fiction texts. Summarise main ideas from more than one paragraph, with guidance, identifying key details which support these. Participate in discussion about books, expressing opinions, building on others' ideas. Explain what they know or have read, including through formal presentation and debates, using notes where necessary 	<ul style="list-style-type: none"> Read and enjoy a growing repertoire of texts, both fiction and non-fiction. Be familiar with some of the text types specified in the YR 5-6 programme of study, which include modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction texts. Recommend books they have read to their peers, giving reasons. Discuss and comment on themes and conventions in a variety of genres. Read and recite age-appropriate poetry which has been learned by heart. Provide straightforward explanations for the purpose of the language, structure and presentation of texts e.g. bullet points; how a letter is set out; introductory paragraphs. Discuss their understanding of the meaning of words in context, finding other words which are similar. Discuss and evaluate how authors use language, including figurative language (e.g. simile, imagery) and its effect on the reader. Readily ask questions to enhance understanding. Make comparisons within and across texts e.g. compare two ghost stories. Draw inferences and justify these with evidence from the text e.g. explain how a character's feelings changed and how they know this; make predictions. Distinguish fact from opinion with some success. Retrieve, record and present information from non-fiction texts. Summarise main ideas from more than one paragraph, identifying key details which support these. Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously. Explain what they know or have read, including through formal presentation and debates, using notes where necessary 	<ul style="list-style-type: none"> Read frequently and enjoy a wide repertoire of texts, both fiction and non-fiction. Identify confidently many of the text types specified in the YR 5-6 programme of study. Competently recommend books to their peers, giving substantiated reasons. Discuss and comment on themes and conventions in a variety of genres. Recite confidently more challenging poetry which has been learned by heart. Explain and comment on the purpose of the language, structure and presentation of texts, clearly understanding how they contribute to meaning. Discuss their understanding of the meaning of challenging vocabulary in context. Discuss and evaluate how authors use language, including figurative language (e.g. simile, metaphor, imagery) and its effect on the reader. Readily ask pertinent questions to enhance understanding. Make comparisons within and across texts e.g. compare two works by one author. Draw inferences and justify these with evidence from the text e.g. explain how and why a character's feelings changed, how they know this; make considered predictions. Distinguish fact from opinion, with an awareness of ambiguity. Retrieve, record and present information from non-fiction texts. Summarise main ideas from more than one paragraph, identifying key details which support these. Participate confidently in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously. Explain what they know or have read, including through formal presentation and debates, using notes where necessary