



Year 5 Reading Assessment

Reading: Word reading	
In their reading they have demonstrated that they are able:	
1	To apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1. (they are not yet fully confident in using all the words in their correct context).
2	To read aloud and to understand the meaning of new words they meet linked to the expectations of Year 5.
Reading: Comprehension	
In their reading they have demonstrated that they are developing their ability to (this means they can have some support in doing this):	
3	Recommend books that they have read to their peers, giving reasons for their choices.
4	Identify and discuss themes and conventions in and across a wide range of writing.
5	Make comparisons within and across books.
6	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.
Understand what they read, in books they can read independently and they are developing their ability to (this means that they can have some support in doing this):	
7	Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
8	Ask questions to improve their understanding.
9	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
10	Predict what might happen from details stated and implied.
11	Summarise the main ideas drawn from a piece of writing (more than one paragraph) identifying key details that support the main ideas.
12	Identify how language, structure and presentation contribute to meaning (E.g. Why has the poet decided to use 4 line verses, and how does this contribute to the meaning of the poem?).
13	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
14	Distinguish between statements of fact and opinion.
15	Retrieve, record and present information from non-fiction.
16	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 courteously (they are able to debate points without being disrespectful to their peers).
17	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.
18	Provide reasoned, detailed and precise, justifications for their views using evidence from the text.
19	To be able to read fluently books at the expected level for Y5.