

YEAR 5 READING ASSESSMENT

NAME: _____

CLASS: _____

JUDGEMENT:

Aut	Spr	Sum

1	Entering	A child is just starting to work within that year group's objectives.
2	Within	A child has achieved a significant number of objectives within that year group. (50%)
3	Secure	A child has achieved the vast majority of objectives within that year group. (90%)

ASSESSMENT NEEDS TO BE ACROSS A RANGE OF TEXTS TO INCLUDE A BALANCE OF FICTION, NON-FICTION AND POETRY.

WORD READING: DECODING	WORD READING: TEXTS	COMPREHENSION: PERFORMANCE	COMPREHENSION: DISCUSSION	COMPREHENSION: UNDERSTANDING
Deduces meaning of new vocabulary by applying knowledge of root words, prefixes and suffixes.	Reads age-appropriate books accurately and silently with good understanding.	Summarises and presents familiar stories in own words.	Actively discusses understanding of a wide range of fiction, poetry, plays, non-fiction, and reference books.	Identifies themes and conventions in a wider range of writing.
				Makes comparisons within a text.
Reads words with increasing fluency, and pronounces most unfamiliar written words with automaticity.	Reads a wide range of books with different structures and purposes, including those with appropriately challenging vocabulary and greater depth.	Prepares and performs poetry and playscripts, using intonation, tone and volume to support clarity of meaning for an audience.	Recommends books read, giving reasons for choice.	Retrieves and records information and key details from non-fiction and fiction texts . (fiction included in test framework)
			Discusses themes and conventions used in different texts.	Summarises main ideas drawn from more than one paragraph, identifying some key details that support these.
	Reads for pleasure and information, including myths, legends, and traditional stories, poetry, plays, non-fiction, and textbooks.	Explains understanding of what has been read through formal presentation and debate.	Discusses authors' use of language, including figurative language, and how this might impact on the reader.	Checks that the text makes sense whilst reading, and identifies the meaning of words in context, to secure understanding.
			Explores understanding of what is read, and the meaning of words in context.	Identifies how the structure and presentation of a text contributes to its meaning.
			Asks questions that improve understanding.	Identifies how meaning is enhanced through an author's choice of words and phrases. (test framework reference - omitting 'explain')
			Expresses own views, and listens to those of others, based on what is read and listened to, building on and beginning to courteously challenge differing ideas.	Draws inferences and justifies them with evidence from the text.
				Predicts what might happen from details stated or implied.
				Distinguishes between fact and fiction.