

Year Five English - reading and comprehension

Reading Assessment in Y5 should focus on: poetry, modern fiction, fiction from literary heritage, plays, library use, non-fiction, myths and legends, books from other cultures and traditions, reference books or textbooks, drama, whole books.

Children should be given opportunities to: enjoy reading, read aloud a wider range of poetry and age -appropriate books with accuracy and at a reasonable pace, read most words effortlessly and automatically, read silently with good understanding, read widely and frequently in and beyond school for both pleasure and information, recommend books to others with reasons, prepare poems and plays to read aloud and perform, make comparisons within and across books, take part in effective discussion more confidently and challenge other opinions and ideas, provide reasoned justifications for their views broaden their vocabulary and take part in formal presentations and debates with some support.

							NOTES
READING - WORD LEVEL							
Apply their growing knowledge of root words to read							
aloud new words that they meet.							
Apply their growing knowledge of root words to both read aloud and to understand the meaning of new words that they meet.							
Apply their growing knowledge of prefixes to read aloud new words that they meet.							
Apply their growing knowledge of prefixes to read aloud and to understand the meaning of new words							
that they meet.							

Apply their growing knowledge of suffixes to read	П						
aloud new words that they meet.							
Apply their growing knowledge of suffixes to both							
read aloud and to understand the meaning of new							
words that they meet.							
Read further exception words, noting the unusual							
correspondences between spelling and sound.							
Attempt pronunciation of unfamiliar words drawing							
on prior knowledge of similar looking words.							
Read aloud a wider range of books at an age							
appropriate level.							
Read aloud accurately.							
Read aloud accurately with fluency and expression.							
Check that their reading makes sense.							
Self -correct reading which does not make sense.							
Discuss their understanding of the text.							
Explore the meaning of words in context.							
Re- read and read ahead to check for meaning.							
Can recite poems learned by heart.							
Can prepare poems and plays to read aloud and to							
perform.							
Can prepare poems and plays to read aloud and to							
perform, showing understanding through intonation,							
tone, volume and action.							
Read silently for a sustained period.							
COMPREHENSION							

Familiar with a wide range of books and text types,						
including myths, legends, traditional stories and						
books from other cultures and traditions.						
Familiar with and can talk about a wide range of						
books and text types, including myths, legends,						
traditional stories and books from other cultures						
and traditions.						
Express personal opinions about a text.						
Can discuss the features of different books and						
text types.						
Read silently and then respond to questions about						
the text.						
Can identify significant ideas, events and						
characters.						
Can identify significant ideas, events and characters						
and discuss their significance.						
Make comparisons within and across texts.						
Identify the purpose of a particular text type.						
Summarise the main idea from one paragraph.						
Summarise the main ideas drawn from more than one						
paragraph.						
Summarise the main ideas drawn from more than one						
paragraph, identifying key details that support the						
main idea.						
Retrieve information from non-fiction.						
Retrieve and record information from non-fiction.						
Retrieve, record and present information from non-						

fiction.							
Participate in discussions about books that are read							
to them.							
Participate in discussion about books that they have							
read for themselves.							
Provide reasoned justifications for their views.							
Predict from details stated.							
Predict from details stated and implied.							
Modify predictions in the light of new evidence.							
Understand how word meanings can change in							
context.							
Recognise nuances in vocabulary choices.							
Recognise rhetorical devices e.g. those used to							
argue, to persuade, mislead and/or sway the reader.							

Y5 KEY PERFORMANCE INDICATORS