

St Paul's CE Primary School – Reading Assessment Sheet

Year Five			
	Working Towards	Expected	Greater Depth
Word Reading	Usually reads fluently with growing confidence and independence. Reads most words and attempts to decode unfamiliar words instinctively.	Reads fluently, confidently and independently using strategies to work out any unfamiliar word and applying a growing knowledge of root words, prefixes and suffixes (morphology and etymology).	Reads a wide range of challenging texts that are above chronological age with fluency and understanding.
Comprehension	<p><i>Develops positive attitudes to reading and understanding of what they read by:</i></p> <ul style="list-style-type: none"> - Frequently reading both fiction and non-fiction. - Reading silently a variety of texts and discussing what they have read. Checking that the text makes sense by questioning unfamiliar words and phrases. - Choosing a wider range of texts including authors that they may not have previously chosen. - Recognising and explains the structural conventions of common text types. - Retrieving and recording information from non-fiction using contents and index pages. - Discussing language used in a variety of texts and explaining how the writer has used these to enhance meaning. - Summarising the main ideas in a text. - Drawing inferences and justifies with evidence. 	<p><i>Develops positive attitudes to reading and understanding of what they read by:</i></p> <ul style="list-style-type: none"> - Frequently choosing to read for enjoyment both fiction and non-fiction. - Recommending books to others based on own reading experiences. - Demonstrating appropriate intonation, tone and volume when reading aloud to make the meaning clear to the audience. - Demonstrating an increasing familiarity with a wide range of books from different genres. - Checking understanding using a range of comprehension strategies, explaining and discussing their understanding of what they have read independently. - Understanding the conventions of different types of writing, using some technical terms when discussing texts. - In using non-fiction, accurately retrieving information using contents pages and indexes, summarising and recording information found. - Recognising themes and making comparisons of characters, settings, themes and other aspects within a text. - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence and making predictions based on these that are stated and implied. - Summarising the main ideas drawn from longer texts, identifying key details that support the main idea. 	<p>Reads a wide range of challenging texts that are above chronological age with fluency and understanding.</p> <p><i>Develops positive attitudes to reading and understanding of what they read by:</i></p> <ul style="list-style-type: none"> - Showing awareness of the audience when reading out loud, using a range of devices for effect. - Recommending texts based on personal choice, giving reasons for these choices. - Actively engaging with a wide variety of genres, identifying the characteristics of text types and differences between genres providing examples from their wider reading experiences. - Evaluating the use of authors' language and explaining how it has created an effect and impact on the reader. - Navigating and efficiently retrieving a variety of information from a variety of fiction and non-fiction sources. - Showing empathy towards a character and justifying reasons for their actions and opinions. - Making notes when analysing texts starting to include précis paragraphs.

Name: _____

Autumn Spring Summer