



St. Francis C.E.P. School – Reading Assessment Framework – Year 5

Y5	Word Reading	Comprehension
WTS	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Read most common exception words, noting unusual correspondence between spelling and sound.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Prepare poems and play scripts to read aloud and perform. Sometimes show success in using appropriate intonation and volume when reciting or reading aloud.</li> </ul>	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Enjoy reading a range of texts, fiction and non-fiction, both in and out of school.</li> <li><input type="checkbox"/> Be familiar with some of the text types specified in the YR 5-6 programme of study.</li> <li><input type="checkbox"/> Recommend books they have read to their peers, being able to say why those choices were made.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Recite age-appropriate poetry that has been learned by heart, with some success.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Discuss their understanding of the meaning of words in context, finding other words which are similar.</li> <li><input type="checkbox"/> Discuss how authors use language, including figurative language (e.g. simile, imagery) and attempt to explain its effect.</li> <li><input type="checkbox"/> Ask questions during discussion, to improve understanding.</li> <li><input type="checkbox"/> Make comparisons within texts; begin to compare across texts e.g. contrasting poems.</li> <li><input type="checkbox"/> Draw inferences and begin to justify these with evidence from the text e.g. explain how a character's feelings changed and how they know this; make credible predictions.</li> <li><input type="checkbox"/> Begin to distinguish fact from opinion; understand the difference.</li> <li><input type="checkbox"/> Retrieve, record and present information from non-fiction texts.</li> <li><input type="checkbox"/> Summarise main ideas from more than one paragraph, with guidance, identifying key details that support these.</li> <li><input type="checkbox"/> Participate in discussion about books, expressing opinions, building on others' ideas.</li> <li><input type="checkbox"/> Explain what they know or have read, including through formal presentation and debates, using notes where necessary.</li> </ul>
EXP	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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; nonfiction and reference or textbooks.</li> <li><input type="checkbox"/> Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. suspect/suspicious, change/changeable, receive/reception.</li> <li><input type="checkbox"/> Know securely the different pronunciations of words with the same letter-string e.g. bought, rough, cough, though, plough.</li> <li><input type="checkbox"/> Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.</li> </ul>	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read and enjoy a growing repertoire of texts, both fiction and non-fiction.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Recommend books they have read to their peers, giving reasons.</li> <li><input type="checkbox"/> Discuss and comment on themes and conventions in a variety of genres.</li> <li><input type="checkbox"/> Read and recite age-appropriate poetry which has been learned by heart.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Discuss their understanding of the meaning of words in context, finding other words which are similar.</li> <li><input type="checkbox"/> Discuss and evaluate how authors use language, including figurative language (e.g. simile, imagery) and its effect on the reader.</li> <li><input type="checkbox"/> Readily ask questions to enhance understanding.</li> <li><input type="checkbox"/> Make comparisons within and across texts e.g. compare two ghost stories.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Distinguish fact from opinion with some success.</li> <li><input type="checkbox"/> Retrieve, record and present information from non-fiction texts.</li> <li><input type="checkbox"/> Summarise main ideas from more than one paragraph, identifying key details which support these.</li> <li><input type="checkbox"/> Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously.</li> <li><input type="checkbox"/> Explain what they know or have read, including through formal presentation and debates, using notes where necessary.</li> </ul>
GDS	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Determine with confidence the meaning of new words by applying morphological knowledge of root words and affixes from the YR 5-6 spelling appendix.</li> <li><input type="checkbox"/> With little guidance, use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.</li> </ul>	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read frequently and enjoy a wide repertoire of texts, both fiction and non-fiction.</li> <li><input type="checkbox"/> Identify confidently many of the text types specified in the YR 5-6 programme of study.</li> <li><input type="checkbox"/> Competently recommend books to their peers, giving substantiated reasons.</li> <li><input type="checkbox"/> Discuss and comment on themes and conventions in a variety of genres.</li> <li><input type="checkbox"/> Recite confidently more challenging poetry which has been learned by heart.</li> <li><input type="checkbox"/> Explain and comment on the purpose of the language, structure and presentation of texts, clearly understanding how they contribute to meaning.</li> <li><input type="checkbox"/> Discuss their understanding of the meaning of challenging vocabulary in context.</li> <li><input type="checkbox"/> Discuss and evaluate how authors use language, including figurative language (e.g. simile, metaphor, imagery) and its effect on the reader.</li> <li><input type="checkbox"/> Readily ask pertinent questions to enhance understanding.</li> <li><input type="checkbox"/> Make comparisons within and across texts e.g. compare two works by one author.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Distinguish fact from opinion, with an awareness of ambiguity.</li> <li><input type="checkbox"/> Retrieve, record and present information from non-fiction texts.</li> <li><input type="checkbox"/> Summarise main ideas from more than one paragraph, identifying key details which support these.</li> <li><input type="checkbox"/> Participate confidently in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously.</li> <li><input type="checkbox"/> Explain what they know or have read, including through formal presentation and debates, using notes where necessary.</li> </ul>