

Y1

## Domain: Reading

Reading assessment evidence in Year 5 should focus on: Frequent experience of: key stories; poems; non-fiction; fairy stories; traditional tales; role-play and multi-modal texts. In addition to this, pupils should be provided with opportunities to: develop a love of reading, receive rigorous regular phonic teaching, sound out and blend unfamiliar words quickly and accurately, learn common exception words, acquire strategies for reading words without overt sounding out and blending, hear and share a wide range of high-quality books with adults and each other, develop comprehension through listening and high-quality discussion with the teacher, broaden oral vocabulary

| Themes and Conventions                                                                                                                                                                                                                                                                                                              | Comprehension                                                                                                                                                                                                                                                                                                                                                                                                                                | Inference                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Language for Effect                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p>1. Identify features of familiar texts <i>e.g. "There's always a baddie; "They all have happy ending"</i></p> <p>2. Make connections between texts <i>e.g. "This is like a traditional tale because there's an evil witch/a bad wolf"</i></p> <p>3. Identify factual texts <i>e.g. "This tells you about animals/houses"</i></p> | <p>1. Express personal responses, including likes and dislikes; give some reasons linked to own experiences</p> <p>2. Simple points from familiar texts are identified and discussed</p> <p>3. Discuss new vocabulary and link meanings to what is already known</p> <p>4. Check that the text makes sense as they read <i>e.g. self-correction</i></p> <p>5. Discuss the significance of simple text features <i>e.g. title, events</i></p> | <p>1. Link what they read or hear read to their own experiences</p> <p>2. Draw on what they already know or on background information and vocabulary provided by the teacher <i>e.g. "He must be going on holiday – he's packing his case," or "The mother stays by the nest to protect the eggs."</i></p> <p>3. Predict what might happen on the basis of what has been read so far <i>e.g. "Jack will save them because that's what he always does"; "The next part will tell you about what lions eat."</i></p> <p>4. Use role play to identify with characters and make inferences on the basis of what is being said and done <i>e.g. "The children were scared of the dragon because they ran away."</i></p> | <p>1. Recognise and join in with predictable phrases, exploring the effects of patterns of language and repeated words and phrases <i>e.g. "Run, run as fast as you can, you can't catch me I'm the Gingerbread Man."</i></p> <p>2. Discuss word meanings, linking new meanings to those already known <i>e.g. "Enormous means big."</i></p> <p>3. Begin to understand how written language can be structured in order <i>e.g. to build surprise in narratives or to present facts in non-fiction</i></p> <p>4. Try out the language they have listened to <i>e.g. through role play, retelling stories</i></p> <p>5. Comment on obvious features of language <i>e.g. rhymes and refrains, significant words and phrases</i></p> |