

Y5

Domain: Reading

Reading assessment evidence in Year 5 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; traditional stories; drama; whole books read aloud and multi-modal texts. In addition to this, pupils should be provided with opportunities to: enjoy reading, read aloud a wider range of poetry and age-appropriate books with accuracy at a reasonable speaking pace, read most words effortlessly and automatically, read silently with good understanding, read widely and frequently outside school as well as inside school for pleasure and information, recommend books to others, giving reasons, prepare poems and plays to read aloud and perform, make comparisons within and across books, take part in effective discussion more confidently and challenging others politely, provide reasoned justifications for their views, broaden their vocabulary, take part in formal presentations and debates with some support

Themes and Conventions	Comprehension	Inference	Language for Effect
1. Make comparisons within and across texts identifying some themes and conventions <i>e.g. "I know Shakespeare wants to show how brave this character is in this play, and in this play he does the same by ..." or "These authors explore friendship but this text shows the unhappiness of one friend whereas in this text both characters are ..."</i> 2. Identify purpose and viewpoint of texts	1. Express personal opinions about a wide range of texts 2. Make comparisons within and across texts 3. Identify and discuss the significance of texts that are structured in different ways and for different purposes 4. Ask questions in order to interrogate the text 5. Summarise main ideas from more than one paragraph, identifying key details that support the main ideas 6. Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context <i>e.g. why the author describes the character as being 'jaded'; pupils re-read to check new meaning in context</i>	1. Make inferences based on textual evidence <i>e.g. read between the lines and find evidence for the interpretation</i> 2. Explain inferred meanings drawing on evidence across the text/s <i>e.g. "They both show dads in different ways; Sarah's dad told lies to cover up what he'd done and the dad in the other story was the opposite; he always told the truth even though he'd go to jail"</i> 3. Predict from details stated and implied and modify predictions in the light of new evidence 4. Summarise the main ideas drawn from more than one paragraph, identifying some key details that support them <i>e.g. "This chapter is about the way children suffered; it say X and X but the other text presents things differently ..."; "It's all about how difficult it was for the explorers: the food, weather, communication etc."</i>	1. Understand how writers use language for comic and dramatic effect 2. Understand how word meanings change when used in different contexts 3. Recognise rhetorical devices <i>e.g. those used to argue, persuade, mislead and sway the reader</i> 4. Recognise nuances in vocabulary choices