



Reading Assessment

Word Reading	Comprehension		Comprehension
<input type="radio"/> Read books at an age appropriate interest level.	Developing pleasure in reading and motivation to read	Understanding the text	<input type="radio"/> Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - Point + Evidence + Explanation.
<input type="radio"/> Use knowledge of root words to understand meanings of words.	<input type="radio"/> Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves.	<input type="radio"/> Explain the meaning of words within the context of the text.	<input type="radio"/> Identify how language, structure and presentation contribute to meaning.
<input type="radio"/> Use suffixes to understand meanings e.g. -ant, -ance, -ancy, -ent, -ence, -ency, -ible, -able, -ibly, -ably.	<input type="radio"/> Recommend books to their peers with reasons for choices.	<input type="radio"/> Use punctuation to determine intonation and expression when reading aloud.	Evaluating the impact of the author's use of language
<input type="radio"/> Read and understand words from the Year 5 list (selected from the statutory Year 5/6 word list.	<input type="radio"/> Read books and texts that are structured in different ways for a range of purposes.	<input type="radio"/> Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal.	<input type="radio"/> Explore, recognise and use the terms metaphor, simile, imagery.
	<input type="radio"/> Learn a wider range of poems by heart.	<input type="radio"/> Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence.	<input type="radio"/> Explain the effect on the reader of the authors' choice of language.
	<input type="radio"/> Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.	<input type="radio"/> Predict what might happen from information stated and implied.	Participating in discussion
		<input type="radio"/> Through close reading of the text, re-read and read ahead to locate clues to support understanding.	<input type="radio"/> Participate in discussions about books building on their own and others ideas and challenging views courteously.
		<input type="radio"/> Explore themes within and across texts e.g. loss, heroism, friendship.	<input type="radio"/> Explain and discuss their understanding of what they have read, including through formal presentations and debates.
		<input type="radio"/> Make comparisons within a text e.g. characters' viewpoints of same events.	<input type="radio"/> Prepare formal presentations individually or in groups.
		<input type="radio"/> Distinguish between statements of fact and opinion within a text.	<input type="radio"/> Use notes to support presentation of information.
		<input type="radio"/> Summarise main ideas drawn from more than one paragraph and identify key details to support this.	<input type="radio"/> Respond to questions generated by a presentation.
		<input type="radio"/> Use a combination of skimming, scanning and close reading across a text to locate specific detail.	<input type="radio"/> Participate in debates on an issue related to reading.
		<input type="radio"/> Analyse the conventions of different types of writing e.g. use of first person in autobiographies and diaries.	

Name:

Class:



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Word Reading List

apparent	cemetery	determined	explanation	interfere	occupy
rhythm	amateur	communicate	develop	familiar	language
occur	secretary	ancient	community	dictionary	foreign
leisure	persuade	shoulder	available	conscience*	environment
forty	lightning	physical	soldier	average	convenience
equip (-ped, -ment)	government	muscle	programme	stomach	bargain
curiosity	excellent	hindrance	neighbour	queue	temperature
bruise	desperate	existence	individual	nuisance	recognise
twelfth	rhyme	vegetable			

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