



# Reading Assessment

Word Reading	Comprehension		Comprehension
<input type="radio"/> <input type="radio"/> <input type="radio"/> Read books at an age appropriate interest level.	<b>Developing pleasure in reading and motivation to read</b>		<input type="radio"/> <input type="radio"/> <input type="radio"/> Retrieve, record, and make notes and present information from non-fiction
<input type="radio"/> <input type="radio"/> <input type="radio"/> Work out unfamiliar words by focusing on all letters in the word, e.g. not reading invitation for imitation.	<input type="radio"/> <input type="radio"/> <input type="radio"/> Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction.	<b>Understanding the text</b> <input type="radio"/> <input type="radio"/> <input type="radio"/> Demonstrate active reading strategies e.g. challenging peers with questions, justifying opinions,	<input type="radio"/> <input type="radio"/> <input type="radio"/> Analyse the conventions of different types of writing e.g. use of dialogue to indicate geographical settings
<input type="radio"/> <input type="radio"/> <input type="radio"/> Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment.	<input type="radio"/> <input type="radio"/> <input type="radio"/> Independently read longer texts with sustained stamina and interest.	<input type="radio"/> <input type="radio"/> <input type="radio"/> Provide reasoned justifications for their views.	<b>Evaluating the impact of the author's use of language</b>
<input type="radio"/> <input type="radio"/> <input type="radio"/> Use suffixes to understand meanings e.g. -cious, -tious, -tial, -cial.	<input type="radio"/> <input type="radio"/> <input type="radio"/> Recommend books to their peers with detailed reasons for their opinions.	<input type="radio"/> <input type="radio"/> <input type="radio"/> Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – <b>Point+Evidence+Explanation.</b>	<input type="radio"/> <input type="radio"/> <input type="radio"/> Explore, recognise and use the terms personification, analogy, style and effect.
<input type="radio"/> <input type="radio"/> <input type="radio"/> Read and understand words from the Year 6 list (selected from the statutory Year 5/6 word list.	<input type="radio"/> <input type="radio"/> <input type="radio"/> Learn a wider range of poems by heart.	<input type="radio"/> <input type="radio"/> <input type="radio"/> Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence.	<input type="radio"/> <input type="radio"/> <input type="radio"/> Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words/phrases/techniques.
<input type="radio"/> <input type="radio"/> <input type="radio"/> Use etymology to help the pronunciation of new words e.g. chef, chalet, machine, brochure – French in origin.	<input type="radio"/> <input type="radio"/> <input type="radio"/> Prepare poems and play scripts to read aloud and perform using dramatic effects.	<input type="radio"/> <input type="radio"/> <input type="radio"/> Predict what might happen from information stated and implied.	<b>Participating in discussion</b>
		<input type="radio"/> <input type="radio"/> <input type="radio"/> Make comparisons within and across texts e.g. similar events in different books	<input type="radio"/> <input type="radio"/> <input type="radio"/> Participate in discussions about books building on their own and others ideas and challenging views courteously.
		<input type="radio"/> <input type="radio"/> <input type="radio"/> Compare characters within and across texts.	<input type="radio"/> <input type="radio"/> <input type="radio"/> Explain and discuss their understanding of what they have read, including through formal presentations and debates.
		<input type="radio"/> <input type="radio"/> <input type="radio"/> Compare texts written in different periods.	<input type="radio"/> <input type="radio"/> <input type="radio"/> Prepare formal presentations individually or in groups.
		<input type="radio"/> <input type="radio"/> <input type="radio"/> Recognise themes within and across texts e.g. hope, peace, fortune, survival	<input type="radio"/> <input type="radio"/> <input type="radio"/> Use notes to support presentation of information.
		<input type="radio"/> <input type="radio"/> <input type="radio"/> Distinguish between statements of fact and opinion across a range of texts e.g. first-hand account compared with a reported example	<input type="radio"/> <input type="radio"/> <input type="radio"/> Respond to questions generated by a presentation.
		<input type="radio"/> <input type="radio"/> <input type="radio"/> Use a combination of skimming, scanning and close reading across a text to locate specific detail.	<input type="radio"/> <input type="radio"/> <input type="radio"/> Participate in debates on an issue related to reading
		<input type="radio"/> <input type="radio"/> <input type="radio"/> Identify how language, structure and presentation contribute to meaning	

Name:

Class:



# Reading Assessment

## Word Reading List

accommodate	<b>category</b>	disastrous	<b>immediate(ly)</b>	privilege	sincere(ly)
accompany	committee	embarrass	interrupt	<b>profession</b>	sufficient
<b>according</b>	<b>competition</b>	<b>especially</b>	marvellous	pronunciation	suggest
achieve	<b>conscious*</b>	exaggerate	<b>mischievous</b>	recommend	symbol
aggressive	controversy	<b>frequently</b>	<b>necessary</b>	relevant	system
appreciate	correspond	guarantee	opportunity	restaurant	thorough
<b>attached</b>	<b>criticise</b>	harass	parliament	sacrifice	variety
awkward	<b>definite</b>	identity	prejudice	<b>signature</b>	vehicle
yacht					

Name:

Class: