Reading Assessment Grid – Year 5

Context/Name/Date												
Book Band Progression												
Ruby 27												
Ruby 28												
Sapphire												
Black												
Text Reading: Fluency, Pace and Expression												
Read and comprehend **most** words containing taught prefixes (dis, mis, in, un, il, im, ir, re, sub, inter, super, anti, auto)	**1**											
Read and comprehend **many** words from the Y5/6 statutory list: *accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience* conscious* controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined develop dictionary disastrous embarrass environment equip (–ped, –ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly) individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht*	**2**											
Pronounce unfamiliar words drawing on knowledge of similar-looking words and spelling patterns.	**3**											
Use a wide range of reading cues to read at an appropriate rate and conversational pace	**4**											
Use a wide range of strategies to read texts fluently, accurately and with good expression.	**5**											
Content Domain 2A & 2B: ability explain the meaning of words in context and retrieve/record key information from texts												
Use knowledge of taught prefixes and suffixes to derive meaning from an unfamiliar word	**6**											
Check that the text makes sense, self-correcting when appropriate	**7**											
Work out the meaning of many unknown words *from the context* and discuss my understanding of these.	**8**											
Apply knowledge of Latin/Greek root words to suggest the meaning of unfamiliar words in context (e.g. aqua (meaning water) is used in aquarium, aquamarine)	**9**											
Skim, scan and text mark to locate relevant information quickly and efficiently.	**10**											
Accurately retrieve key words, synonyms, antonyms and quotations to answer questions.	**11**											
Identify, and explain the meaning of, figurative language (e.g. metaphor).	**12**											
I can devise my own retrieval and vocabulary questions.	**13 GDS**											
Content Domain 2C: ability to summarise main ideas from more than one paragraph												
I can make notes to summarise the main ideas drawn from more than one paragraph/stanza (must have covered poetry and fiction)	**14**											
I identify key information when reading an appropriately challenging non-fiction text.	**15**											
I can number statements which summarise or sequence the main ideas in a text.	**16**											
Content Domain 2D: ability to make inferences from the text / explain and justify inferences with evidence from the text												
Draw conclusions about the characters in my reading from what other characters think, say and do.	**17**											
Identify messages, moods, feelings and attitudes, in poetry and prose, using inference.	**18**											
I identify implicit and explicit points of view.	**19**											

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I can empathise with different character's points of view and justify my response using APE to structure my answer.	**20 GDS**											
Content Domain 2E: ability to predict what might happen from details stated and implied												
I can refer to *implied meaning* within the text to support my predictions.	**21**											
I can use *details which are stated* in the text to support my predictions.	**22**											
Content Domain 2F: ability to identify / explain how information / narrative content is related and contributes to meaning as a whole												
Compare authors' use of different organisational features and comment on how effective these are.	**23**											
I can compare and contrast non-fiction texts and explain how the organisation and structure differs.	**24**											
Appraise a text to identify its main purpose.	**25**											
I can discuss how a set of sentences has been organised to create maximum effect.	**26**											
I can describe the typical features of different narrative texts e.g., myth, adventure, legend.	**27**											
I understand why an author may have broken a time sequence to create a greater impact.	**28 GDS**											
Explain how the way a text is organised supports its purpose, justifying this with textual references.	**29 GDS**											
Content Domain 2G: ability to identify / explain how meaning is enhanced through choice of words and phrases												
I identify and comment on the effects created by expressive, figurative and descriptive language in poetry and prose.	**30**											
I can talk about an author's techniques for describing characters, settings and actions.	**31**											
Recognise that authors use emotion and feelings when describing characters and comment on the impact it has on them.	**32**											
Understand how writers use different structures to create coherence and impact	**33**											
Recognise rhetorical devices used to argue, persuade, mislead and sway the reader	**34**											
Demonstrate an understanding of the author's viewpoint.	**35**											
Recognise authors' use of emotive language when describing characters and explain how this manipulates the reader's reaction to each character using APE.	**36 GDS**											
Content Domain 2H: ability to make comparisons within the text												
Distinguish between statements of fact and opinion.	**37**											
Discuss my understanding of what I have read, giving a formal presentation to share my response to a text.	**38**											
Comment on the impact a text has upon the reader.	**39**											
Score												
Stage judgement												