

**English Reading Assessment**  
**Year 5 Meeting Expectations**  
**Name: \_\_\_\_\_**

<b>Comprehension</b>		
Become familiar with and talk about a wide range of books, including myths, legends and traditional stories and books from other cultures and traditions and know their features.		
Read non-fiction texts and identify purpose and structures and grammatical features and evaluate how effective they are.		
Identify significant ideas, events and characters and discuss their significance.		
Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.		
Use meaning-seeking strategies to explore the meaning of words including idiomatic and figurative language in context.		
Identify and comment on writer's use of language for effect. for example, precisely chosen adjectives, similes and personification.		
Identify grammatical features used by writer – rhetorical questions, varied sentence lengths, varied sentence starters, empty words –to impact on the reader.		
Draw and justify inferences such as inferring characters' feelings, thoughts and motives from their actions, using evidence from the text.		
Make predictions from what has been read.		
Summarise the main ideas drawn from a text.		
Identify the effect of the context on a text, for example, historical or other cultures.		
Identify how language, structure and presentation contribute to the meaning of a text.		
Express a personal point of view about a text, giving reasons.		
Make connections between other similar texts, prior knowledge and experience.		

Compare different versions of texts and talk about their differences and similarities.			
Listen, respond and build on others' ideas and opinions about a text.			
Present an oral overview and personal point of view or summary of a text.			
Present the author's viewpoint of a text.			
Use knowledge of structure of text type to find key information.			
Use text marking to identify key information in a text.			
Make notes from text marking.			
<b>Word reading</b>			
Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.			
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.			
Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.			
Re-read and read ahead to check for meaning.			

# English Reading Assessment

## Year 5 Working at greater depth Expectations

Name: \_\_\_\_\_



### Greater Depth Expectations

Express opinions about a text, using evidence from the text, giving reasons and explanations. Point, evidence, explanation. (PEE)

Adapt own opinion in the light of further reading or others' ideas.

Identify formal and informal language .

Know the features of different narrative text types, for example, adventure, fantasy, myths.

Compare texts by the same writer.

Compare texts by different writers on the same topic.

Summarise key information from different texts.

Empathise with different character's points of view.

Infer meaning using evidence from the text and wider reading and personal experience.

Explain how a writer's use of language and grammatical features have been used to create effects and impact on the reader.

Explain how punctuation marks the grammatical boundaries of sentences and gives meaning.

Know how the way a text is organised supports the purpose of the writing.

Use scanning and text marking to find and identify key information.