

Year 5 Reading Assessment Tracker



Name:	Group/Class:
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Word Reading

Pupils can:

Read most words effortlessly

Work out how to pronounce unfamiliar written words with increasing automaticity

Read aloud, with confidence, pace, fluency and expression, using punctuation and author's intent

Comprehension

Pupils can:

All Reading

Identify and discuss themes and conventions in and across a wide range of texts

Make comparisons within and across books

Consider different accounts of the same event

Identify and discuss viewpoints within a text and across more than one text

Identify how language, structure and presentation contribute to meaning

Evaluate how authors use language, including figurative language, considering the impact on the reader

Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Predict what might happen from details stated and implied

Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

Identify the conventions of different types of texts, such as the use of the first person in writing diaries and autobiographies

Non-Fiction

Retrieve, record and present information from non-fiction

Use contents pages and indexes to locate information

Distinguish between statements of fact and opinion

<p>Reading Behaviour Pupils can:</p>	
<p>Talking about Reading</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>Provide reasoned justifications for their views</p> <p>Ask questions to improve their understanding</p> <p>Summarise and present a familiar story in their own words</p> <p>Learn a range of poetry by heart</p> <p>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>Recommend books that they have read to their peers, giving reasons for their choices</p>	<p>Range and Reading Habits</p> <p>Choose to read for pleasure</p> <p>Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Read silently, and then discuss what they have read</p> <p>Read books that are structured in different ways and read for a range of purposes</p> <p>Read a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p>

Working towards	Expected	Greater Depth
Target/s to move towards expected:	Target/s:	Target/s:

