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| **Working Towards** | **Word Reading**1. I can self-correct consistently.
2. Read simple chapter books independently and silently.

**Comprehension**1. I can draw inferences such as characters’ feelings, thoughts and motives from their action.
2. I can discuss words and phrases that engage the reader.
3. I can identify language, structural and presentational features of texts and discuss how they contribute to the meaning.
4. I can ask and answer questions to improve understanding of a text.
5. I can identify main ideas drawn from more than one paragraph and summarise these.
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| **Working At** | **Word Reading**1. I can read age-appropriate books with confidence and fluency, including whole novels.
2. I can complete a wider range of more challenging and lengthier books.
3. I engage actively in book discussions with and without adult support.
4. I respond to reading in a written form, beginning to develop a critical stance.
5. I can recommend books I have read to my peers, giving reasons for my choices.

**Comprehension**1. I can predict what might happen from details stated and implied based on themes conventions knowledge about the author and genres.
2. I can discuss and evaluate texts, commenting on writers’ use of words, phrases and language features including figurative language.
3. I can identify the themes and conventions of a range of texts.
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| **Greater Depth** | **Comprehension** 1. I can make inferences drawn from across and between texts and justify with evidence. Use PEE (Point, Evidence, and Explanation) to support inferences.
2. I can clarify concepts and ideas at sentence, paragraph and whole text level.
3. I can discuss how the structural and presentational choices impact on meaning, theme and purpose.
4. I can discuss viewpoints (both of the author and fictional characters), within a text and across more than one text.
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Year 5 Reading Assessment Sheet

Child’s Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_