

Teacher Assessment Framework at the end of Year 5- Reading



Working towards the expected standard

The pupil can:

- Can confidently make predictions about content, plot and characters, from stated details and implied details
- Can make accurate inferences about plot and characters, from their actions and dialogue finding evidence to back up their inferences
- Can recognise how different language, structures and presentations can affect the reader
- Can confidently prepare and perform poems and plays using a range of strategies
- Can listen attentively, discuss in detail, justify opinions referring to the text.
- Can confidently read a wide range of texts, comparing and contrasting, finding themes and finding relevant information

Working at the expected standard

The pupil can:

- draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and starting to justify inferences with evidence
- Predict what might happen from details stated and implied
- retrieve information from non-fiction with increasing confidence
- Starting to identify how language, structure and presentation contribute to meaning, more confidently
 - attempts to summarise main ideas, identifying key details and using quotations for illustration
 - attempts to evaluate how authors use language, including figurative language, considering the impact on the reader
 - make comparisons within and across books, with increasing confidence
- Begin to apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in [English Appendix 1](#), both to read aloud and to understand the meaning of new words that they meet.
- read age-appropriate books with confidence and fluency (including whole novels) with increasing confidence
- read aloud with intonation that shows understanding on most occasions
- work out the meaning of most words from the context

Working at greater depth within the expected standard

The pupil can:

- Start to recommend books to their peers and give reasons for their choices
- Start to identify and discuss themes and conventions in and across a wide range of writing and make comparisons within and across books with greater confidence
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- distinguish between statements of fact and opinion and retrieve, record and present information from non-fiction with increasing confidence
- 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

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• start to 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 and provide reasoned justifications for their views.						
• ask questions to improve their understanding						
• Read an increasingly wide range of books that are structured in different ways and for a range of purposes.						