



Year 5 Reading Attainment and Progress Grid:

Reading Assessment Timetable:								
Autumn			Spring			Summer		
Sept	Baseline	T						
October	Assessment Week	T		Assessment Week	T		Assessment Week	T
December	PIRA test	T	April	PIRA test	T	June	PIRA test	T
	Assessment Week	T		Assessment Week	T		Assessment Week	T

	Autumn (Developing)	Spring (Expected)	Summer (Embedded)
Decoding			
Phonics	Recognises and effortlessly decode alternative sounds for all graphemes.	Can tackle any new word, using all of the letters in a word	
	Beginning to determine meaning of new words by applying phonic knowledge of the root word, prefixes and suffixes as per spelling programme: <i>sure, ture, cian, sion, tion, ous, sci, gue, que, i/y, ch (c sound), ch (sh sound)</i>	Beginning to determine meaning of new words by applying phonic knowledge of the root word, prefixes and suffixes as per spelling programme: <i>cial, tial, cious, tious, ough, duce / duct / duc; less, full, ment, ness</i> Can come up with a definition / meaning of a new word by identifying the context and can apply this to the growing knowledge of homophones taught this term <i>Aisle / isle; aloud / allowed; alter / alter; bridal / bridle; cereal/ serial; compliment/ complement</i>	Determines the meaning of new words by applying knowledge of the root words, prefixes and suffixes as taught so far: <i>ei after c, cept / ceive, mono, macro, micro, uni, tri, bi, circ, non, de, script, scribe,</i> Can come up with a definition / meaning of a new word by identifying the context and can apply this to the growing knowledge of homophones taught this term: <i>Father/further/father; led/lead; morning/mourning; precede/proceed; desert/dessert; draft/draught.</i>
	When reading aloud, can read fluently and accurately without undue hesitation all words from NC Year 3 and 4 word list, and some of the words from NC Year 5 and 6 word list and spelling list – see Spelling handout	When reading aloud, can read fluently and accurately without undue hesitation some words from NC Year 5 and 6 word list and spelling list – see spelling handout	When reading aloud, can fluently and accurately without undue hesitation most words from the NC Year 5 and 6 word list and spelling list - see spelling handout.



Comprehension

Reading Domain 2a: Give / explain meaning of words in context

Reading Domain 2b: Retrieve and record information / identify key details from fiction and non-fiction

Reading Domain 2c: Summarise main ideas from more than one paragraph

Reading Domain 2d: Make inferences from the text / explain and justify inferences with evidence from the text

Reading Domain 2e: Predict what might happen from details stated and implied

Reading Domain 2f: Identify / explain how information or narrative content is related and contributes to meaning as a whole

Reading Domain 2g: Identify / explain how meaning is enhanced through choice of words and phrases

Reading Domain 2h: Make comparisons within the text

	Autumn		Spring		Summer	
Comprehension and Understanding Reading Domains a, b, c, f, h	Can recommend books to others, based on won reading preferences, giving reasons for choice.		Can recommend books, give reasons and express their own views on texts read and shared, explaining and justifying personal opinions.		Can recommend books, give reasons and express their own views on texts read and shared, explaining and justifying personal opinions.	
	Chooses a wide range of texts, including authors they may not have previously chosen.		Demonstrate an increasing familiarity with a wide range of books from different genres.		Identify the characteristics of text types and differences between genres, using examples from their wider reading experiences.	
	Recognises and explains the structural conventions of common text types.		Understand the conventions of different types of writing, using some technical terms when discussing texts.		Understand the conventions of different types of writing, using some technical terms when discussing texts.	
	With support can ask questions to develop their understanding of the text.		Asks questions to develop their understanding of the text.		Asks more complex / multi-layered questions to enhance their understanding of the text.	
	Can check a text makes sense by discussing their understanding of words in context.		Can check a text makes sense to them by drawing on their own experiences. Eg 'I know this because...'		Can check that a book makes sense to them by drawing on knowledge of similar books and plots.	
	Can summarise the main point of a piece of writing.		Identifies key details that support main ideas, and uses them to summarise content drawn from more than one paragraph.		Makes notes when analysing texts, starting to include precise paragraphs.	
	Read books or texts that are written for different purposes: Describe settings/ inform / compare themes / persuade		Read books or texts that are written for different purposes: Build suspense / inform / describe action / discussion		Read books or texts that are written for different purposes: Description and perception / explain / Describe setting and build up / instruct	
	Prepares poems to read aloud and perform, beginning to show some understanding of intonation, volume and tone so the meaning is understood.		Prepares narrative poems to read aloud and perform, building on Autumn Term's understanding of intonation, volume and tone so the meaning is understood.		Prepares poems to read aloud and perform, showing some understanding of intonation, volume and tone so the meaning is understood.	
Retrieval	Can use non-fiction texts, including contents pages and index, to retrieve and record answers to specific questions.		In using Non-Fiction, can accurately retrieve information using contents page, index, glossary, summarising information and recording what is found.		Navigate and efficiently retrieve a variety of information from a variety of fiction and non-fiction books.	
	Can use fiction texts, to retrieve and record answers to specific questions.		In using fiction texts, can summarise and record information.			
Inference Reading Domains d,e	Beginning to justify inferences with evidence, drawing on their own experiences.		Draws inferences from characters portrayed in books regarding their motives from their actions.		Draws inferences from characters portrayed in books regarding their feelings, actions and thoughts, using some evidence from the text.	



	Predict what might happen from information stated.		Predict what might happen from information stated and implied		Predict what might happen from information stated and implied, and using evidence from the text to support.	
Language, Structure and Presentation Reading Domains a,g	Discuss language used in a variety of texts and explain how the writer has used these to enhance meaning.		Discuss language used in a variety of texts and explain how the writer has used these to enhance meaning.		Evaluate the authors' language and explain how it has created an effect and impact on the reader.	
	Can capture whole phrases which depict a mood or describe a scene.		Can pick out paragraphs or sections which have a particular effect on the reader and explains why.		Identifies phrases within a text that are used to compare, such as similes or simple analogies.	
Expected level: Children can read a range of books at length with complete fluency and are able to use intonation to show case an author's intention within the text. They also continue to discuss these texts at length with others, demonstrating their understanding. They can navigate their way around different texts, picking out themes and conventions – and differences over different stories. Through reading a whole sentence, they pick up the meaning of unusual words. They can retrieve answers from a range of texts. They can offer predictions of what might happen next and confidently discusses what they most enjoy about books they have read. Children know technical terms and other terms needed for discussing what they hear or read – metaphor, simile, style and effect, for example. Children should also be able to apply their information retrieval skills when searching for information about topics they are genuinely interested in, or which will help them to plan a trip or outing, or visit to museums etc.			Greater Depth: Children participate in discussions, demonstrating more in-depth perceptions of main themes of a book, and building on their own and others' views. Children can explain how punctuation marks the grammatical boundaries of sentences and gives meaning to what they have read. They can refer accurately to the text when explaining views, adeptly using it to justify viewpoint, and independently, make links to other known texts while scanning, identifying key information. Children can compare and contrast the styles of different writers and poets, giving examples from the text without support and independently identify and discuss meanings of vocabulary from within what has been read.			