

Year Five Reading Assessment Framework

Name: _____

The pupil can:		Assessment point 1	Assessment point 2	Assessment point 3	Assessment point 4
Word Reading					
1	Reads age appropriate books from the Blue Book Band				
2	Applies growing knowledge of root words, prefixes and suffixes both to read and understand new words they meet.				
3	Reads age-appropriate books with confidence and fluency (appropriate phrasing, smoothness and pace).				
Reading for Purpose					
4	Demonstrates stamina through reading independently and silently for a sustained period of time (can read with concentration for at least 20 minutes)				
5	Evaluates how authors use language, including figurative language, considering the impact on the reader				
Comprehension					
6	Checks the text makes sense to them, correcting any inaccurate reading.				
7	Retrieves key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information.				
8	Provides explanations for key information and events and for characters' actions and motivations.				
9	Explains and discusses their understanding of what they have read, drawing inferences and begin to justify these with evidence.				
10	Makes predictions, both stated and implied, that are securely rooted in the text.				
11	Summarises main ideas, events, characters and information in fiction and non-fiction texts.				
12	Identifies/explains how information in texts is related and contributes to meaning as a whole.				
13	Distinguishes between statements of fact and opinion.				
14	Makes accurate and appropriate comparisons within books / texts (e.g. change of mood/character before and after an event)				
15	Demonstrates an understanding of the meaning of vocabulary in context.				
Structure					
16	Explains how presentation, grammatical and structural features of texts contribute to their meaning and how the author has deliberately selected them for effect.				
Greater Depth					
17	The pupil can apply all of the above skills, demonstrating a greater understanding in reading tasks as well as when applying reading skills across all curriculum subjects (in some cases beyond blue book band).				

NB for number 3. Some pupils may find it difficult to read aloud fluently but this should not be a barrier to achieving standard. However, pupils should be able to read sufficiently fluently (aloud or silently) in order to be able to focus on understanding the text rather than decoding individual words.