



# Reading Assessment Tracking – Year 5

Skills demonstrated using age appropriate texts.

Term	Working Towards	On Track (Met for summer)	Greater Depth
Autumn	Generally reads most age appropriate texts (Y4) fluently, decoding most new words outside everyday spoken vocabulary.	Reads fluently, confidently and independently using strategies to work out any unfamiliar word and applying a growing knowledge of root words, prefixes and suffixes set out in Y5 Appendix 1.	Shows a deeper understanding of morphology and etymology.
	Can read all Y4 further exception words set out in Appendix 1.	They have a positive attitude towards reading for a range of purposes.	Navigates and efficiently retrieves a variety of information from a range of fiction and non-fiction sources.
	Beginning to use dictionaries to check the meaning of words they have read.	Checks that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	Shows awareness of the audience when reading out loud, using a range of devices for effect.
	Checks that the text makes sense, questioning understanding with unfamiliar words or phrases.	Asks questions to improve their understanding	Actively engages with a wide variety of genres.
	Retrieves and records information from non-fiction	Can distinguish between statements of fact and opinion	<i>Shows empathy towards a character and justifies reasons for their actions or opinions.</i>
	<i>Draws inferences such as feelings, thoughts and motives from their actions and justifies with evidence.</i>	In using non-fiction, accurately retrieves from non-fiction using contents pages and indexes, records and can summarise information found.	
		<i>Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</i>	
	<i>Can predict what might happen from details stated and implied</i>		
Spring	Recognises and explains structural conventions of common text types (e.g. Headlines in newspapers, address in letters and headings in reports).	Recommends books that they have read to their peers, giving reasons for their choices	Reads a wider range of challenging texts that are above chronological age with fluency and understanding.
	Reads silently and discusses what they have read. Reads aloud with appropriate intonation.	Identifies and discusses re-occurring themes across books	Can identify the characteristics of text types and differences between genres, providing examples from their wider reading experiences.
	Retrieves and records information from non-fiction using contents and index pages.	Participate in discussions, explaining their understanding of what they have read using notes where necessary.	Makes notes when analysing texts, including précising paragraphs.
	<i>Knows the difference between simile and metaphor and can spot the two in writing.</i>	Provides reasoned justifications for their views.	<i>Evaluates the use of figurative language and explain how it has created an effect and impact on the reader.</i>
	<i>Discusses language used in a variety of texts and explains how the writer has used these to enhance meaning.</i>	Recognises themes within texts (e.g. loss or heroism); and can compare characters, settings, themes and other aspects within texts.	
	<i>Draws inferences such as feelings, thoughts and motives from their actions and justifies with evidence.</i>	<i>Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</i>	<i>Shows empathy towards a character and justifies reasons for their actions or opinions.</i>
	<i>Can predict what might happen from details stated and implied.</i>		
Summer	Generally reads most age appropriate texts (Y4/5) fluently, decoding most new words outside everyday spoken vocabulary.	<ul style="list-style-type: none"> <li>Evidence shows experience of a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul>	Recommends texts based on personal choice, giving reasons for these choices.
	Can read some Y5 further exception words set out in Appendix 1.	Can demonstrate familiarity with 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	Makes notes when analysing texts, including précising paragraphs.

Uses dictionaries to check the meaning of words they have read.	Understands the conventions of different types of writing such as the use of the first person in writing diaries and autobiographies.	Can identify the characteristics of text types and differences between genres, providing examples from their wider reading experiences.
Reads silently and discusses what they have read. Reads aloud with appropriate intonation.	Performs poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	<i>Evaluates the use of figurative language and explain how it has created an effect and impact on the reader.</i>
Is choosing a wider range of texts and books including authors that they may not have previously chosen.	Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main idea.	<i>Shows empathy towards a character and justifies reasons for their actions or opinions.</i>
Summarises stories in their own words.	<i>Uses some technical terms such as metaphor, simile, analogy, imagery, style and effect when discussing texts.</i>	
<i>Discusses language used in a variety of texts and explains how the writer has used these to enhance meaning.</i>	<i>Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</i>	
<i>Knows the difference between simile and metaphor and can spot the two in writing.</i>	<i>Can predict what might happen from details stated and implied</i>	
<i>Draws inferences such as feelings, thoughts and motives from their actions and justifies with evidence.</i>		

Word Reading	Comprehension	<p><b>Once an objective has been covered it becomes Bold</b></p> <p>It is assumed children have achieved this objective at 'on track' unless they are indicated at either WT or GD</p>
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