


## Walton Priory Middle School - Y5 English - Reading Assessment Grid

|  | <b>Y5 Emerging<br/>7-9</b>   | <b>Y5 Developing<br/>10-12</b>   | <b>Y5 Secure<br/>13-15</b>   | <b>Y5 Mastery<br/>16-18</b>   | <b>Y5 Exceptional Performance<br/>19-21</b>   |
|---|--|--|--|---|---|
| <b>Independent Reading</b>  | <ul style="list-style-type: none"> <li>• With help I can choose and read some books appropriate for my age group.</li> <li>• I can read aloud fluently and I am starting to use some expression.</li> </ul>  | <ul style="list-style-type: none"> <li>• I can choose and read some books appropriate for my age group.</li> <li>• I can read aloud quite fluently and with some expression.</li> </ul>  | <ul style="list-style-type: none"> <li>• I choose and read books appropriate for my age group regularly.</li> <li>• I can read aloud fluently and with some expression.</li> </ul>   | <ul style="list-style-type: none"> <li>• I choose and read books appropriate for my age group and some more challenging books.</li> <li>• When I read aloud, I make it interesting for the listener.</li> </ul>   | <ul style="list-style-type: none"> <li>• I can talk about my reading in a variety of ways, including formal presentations and debates, and I can keep my focus when I am speaking, using notes to help me.</li> <li>• I can confidently prepare and present a play script or a poem and use my voice, expression and gestures effectively to gain and hold the attention of listeners</li> </ul>  |
| <b>Reading Across the Curriculum</b>  | <ul style="list-style-type: none"> <li>• With help I can read the text books, work sheets and reference books.</li> <li>• I am starting to identify the differences between fact and opinion.</li> <li>• With help, I can read a non-fiction text and find answers to questions or complete given tasks.</li> </ul>  | <ul style="list-style-type: none"> <li>• I can read the text books, work sheets and reference books without too much difficulty.</li> <li>• I can usually find information in text books and work sheets and use it to answer questions or complete tasks but sometimes I need help.</li> <li>• I know the basic differences between obvious fact and opinion.</li> </ul>  | <ul style="list-style-type: none"> <li>• I can read the text books, work sheets and reference books with only occasional problems and I have some strategies for working out the meanings of words.</li> <li>• I can usually find information in text books and work sheets and use it to answer questions or complete tasks and I can usually sum up what a text is about.</li> <li>• I can use contents pages and indexes in reference books.</li> <li>• I know the basic differences between fact and opinion.</li> </ul>   | <ul style="list-style-type: none"> <li>• I can read the text books, work sheets and reference books with no difficulty and I have well-developed strategies for working out the meanings of new vocabulary.</li> <li>• I can skim and scan to find information in texts and use it to answer questions or complete tasks and I can summarise what I have read.</li> <li>• I can find my way around most reference books.</li> <li>• I can usually tell the difference between fact and opinion.</li> </ul>  | <ul style="list-style-type: none"> <li>• I can use everything I have learnt about how affixes are added to root words to read and understand unfamiliar words I encounter.</li> <li>• I can summarise effectively and choose well-selected quotations to support my summary.</li> <li>• I can identify whether a writer is sharing a fact or offering an opinion giving evidence to support my view.</li> </ul>   |
| <b>Responding to Reading</b>  | <ul style="list-style-type: none"> <li>• I can make simple inferences and predictions from the text read.</li> <li>• With help, I can identify some interesting uses of language in texts and I am starting to comment on how language affects the reader.</li> <li>• I am beginning to spot how texts are organised into different themes.</li> <li>• I can identify who my favourite author is and explain why I like these books.</li> <li>• I am beginning to comment on characters from fiction.</li> </ul> | <ul style="list-style-type: none"> <li>• I can usually make inferences and predictions.</li> <li>• I can spot interesting uses of language in texts and begin to make some short comments on how the language affects the reader.</li> <li>• With help, I can spot how most texts are organised into paragraphs, sections or verses, how headings are used and I can talk about what the writer puts at the beginning and end of each text.</li> <li>• I can make some comments about characters from fiction and I can begin to give some reasons for my thoughts.</li> <li>• I have at least one favourite author (possibly of books for younger pupils) and I can begin to say why I like these books.</li> </ul> | <ul style="list-style-type: none"> <li>• I can make inferences and predictions from a range of texts used in class.</li> <li>• I can spot interesting uses of language in texts and begin to make some short comments on how the language affects the reader. I can use some appropriate terminology like 'alliteration', 'onomatopoeia' etc.</li> <li>• I can comment on how texts are organised into paragraphs, sections or verses, how headings are used and how the writer has arranged the material into order (including commenting on the beginning and the ending) but I sometimes need help.</li> <li>• I can make some comments about characters from fiction and I can support my comments with evidence from the text, using quotations or saying what happens.</li> <li>• I have at least one favourite author and I can begin to say why I like these books.</li> </ul> | <ul style="list-style-type: none"> <li>• I can make inferences and predictions from a range of texts used in class with confidence.</li> <li>• I can spot interesting uses of language in texts and make some comments on how the language affects the reader. I can use a growing amount of appropriate terminology including 'alliteration', 'onomatopoeia', simile, metaphor etc.</li> <li>• I can comment on how texts are organised into paragraphs, sections or verses, how headings are used and how the writer has arranged the material into order (including commenting on the beginning and the ending).</li> <li>• I can respond to characters from fiction and I can support my comments with evidence from the text, using quotations or saying what happens.</li> <li>• I have at least one favourite author and I can talk with enthusiasm about why I like these books.</li> </ul> | <ul style="list-style-type: none"> <li>• I can confidently infer from clues the writer has given me to work out why characters do and say the things they do, and I can explain how I worked this out with evidence from the text.</li> <li>• I can identify how the language, structure and presentation of a text contribute to meaning (e.g. specialist vocabulary, headings and sub-headings, diagrams, charts and maps in non-fiction texts), and explain how these impact on the reader.</li> </ul> |