Reading Assessment Grid — Year 5

	Literal Comprehension (LIT)				Inference (INF)		Responding to the Text (RT)		Language for Effect (LFE)		Themes and Conventions (TAC)	
Indicative Book Band / Half-termly assessment	Literal Comprehension (LIT)	Literal Comprehension: Sequencing (SEQ)	Information Retrieval (IR)	Accuracy (ACC)	Making Inferences (INF)	Prediction (PRED)	Personal Response and Evaluation of Text (PRS)	Performance (PERF)	Literary Language (LANG)	Vocabulary Development (VOC)	Range of Texts (RGE)	Text Structure (STRC)
BLUE A — Y5 term 1		Retell stories and relay main points of sequentially ordered non-fiction texts in correct sequence with different degrees of detail, depending on purpose. **Example:** Child can retell a story or a sequence of events in non-fiction in some detail, and can then retell it again more concisely, leaving out less important details.	Retrieve information from fiction or non-fiction, identifying key ideas and, with support, can record and present it. **Example:** When given a page of text, child can make notes in the margin to identify key ideas and can highlight relevant sections, and with support can present this information to others.		Draw inferences such as characters' feelings, thoughts and motives from their actions, and with support, can justify inferences, including some that are less clearly suggested by the text. **Example:** Child can infer what a character is like from stated details, e.g. when the book states that a character has missed school and stolen some sweets, child can infer that character is a trouble-maker and can use the examples in the text to justify this answer.	Make more detailed predictions drawing on details from the text, with some prompting if necessary. **Example:** Child can independently notice some important clues in a story that help to predict what a character will do next, and is usually able to articulate a quite detailed prediction with limited prompting.	With support, review a book they have read, explaining why they would or would not recommend the book to others. **Example:** Child can write a book review using a writing frame, and explain who would like the book and why, making links to other books they have read and using evidence from the text to support their views.	Work in a teacher-led group to prepare poems and play scripts to read aloud, planning appropriate intonation, tone and volume so that the meaning is clear to an audience. **Example:** With some prompting, child can contribute to discussions about how best to read each part of the poem or play, suggesting appropriate changes of voice to convey the meaning.	With support, discuss how authors use language, including similes, considering the impact on the reader. **Example:** When prompted, child can identify that 'The dragon's breath was as hot as lava' is a good simile because it helps the reader imagine how hot the dragon's breath was.		Familiar with and can discuss a wide range of fiction, poetry, plays, non-fiction and reference books, including myths, legends and traditional stories, modern fiction and books from other cultures and traditions. **Example:** When asked to talk about how different text types convey information, child's answers show some understanding of the purpose and form of the text types.	
BLUE A			Answers questions about similarities and differences between two chapters of a book. **Example:** In a non-fiction text about places people live, child can identify what is similar and what is different about, for example, life in the Sahara and life in the Arctic. In a fiction book, child can explain that two chapters are each told from the viewpoint of a different character.	Accurately track meaning of the text during reading, self-correcting automatically where necessary as part of the reading process. Often understands and explains meaning of an unfamiliar word in context. **Example:** In the sentence: 'The hound bayed as he caught the scent of the fox,' using wider context of the text, child can explain that 'bayed' must mean something like 'barked' or 'howled'.	Distinguish between statements of fact and opinion when both are included in a text. **Example:** Child can recognise that 'Sports cars are fast' is a fact and 'Everyone wants to drive one!' is an opinion.		With support, provide reasoned justifications for their views in response to prompts. **Example:** Child can give an opinion about a dilemma or controversial topic in a text and with prompts can justify their opinion.	Present information they have found out from a book or other source, maintaining a focus on the topic. **Example:** After reading about a specific topic, child can present to class or group three facts they have found out that will interest the audience.		Independently use a dictionary to quickly check the meaning of a word that is unfamiliar to them, and can then explain the word's meaning to someone else. **Example:** When child comes across an unknown word, they can find the word in a dictionary, and use the definition to explain what the word means.		With minimal support, identify some of the ways in which fiction and non-fiction texts are structured and sometimes identify why the author might have chosen this structure. **Example:** In a short non-fiction text, child can pick up that the last paragraph links back to the beginning, and can say that this makes the ending more satisfying.
Y5 term 2	Summarise main ideas drawn from more than one paragraph, and with support identify at least one key detail that supports main ideas. **Example:** Child can summarise main events in a chapter and can answer questions about the detail, e.g. 'How do we know that the ghost was scary?' Child quotes a relevant bit of text: 'The ghost jumped out and Jack screamed.'		Select and sort information from a range of sources and, with minimal support, record this information. **Example:** Child can quickly find information on a geography topic in library books, websites, maps and information leaflets, and with support can make notes of key points.		Identify the character from whose point of view the story is told, and can infer that other character's feelings, thoughts and motives from their actions, often justifying inferences with evidence. **Example:** Child can infer what a character is like from implied details, e.g. near the start of a story, child can infer that main character is a bully and can read between the lines to find evidence justifying the opinion.	Predict what might happen to a character using evidence implied by other characters' reactions and viewpoints. **Example:** Child recognises when a character is only pretending to be kind to another character and can predict what might happen next. Child can find details in the text to support their idea.	Recommend books to peers, usually giving clear reasons for their choices. **Example:** Child can suggest why others would find the book enjoyable, e.g. 'Even if you don't like football, you will still enjoy this book because it's so much more than just a story about the game.'	Work in a group to prepare poems and play scripts to read aloud, usually planning appropriate intonation, tone and volume so that the meaning is clear to an audience. **Example:** Child can make a good contribution to discussions about how best to read each part of the poem or play, suggesting appropriate changes of voice to convey the meaning.	With support, discuss how the author's style affects the reader's understanding of the text, in cases where this is signalled straightforwardly in the text. **Example:** Child can explain that the short sentences in a paragraph help to build up tension by drawing the reader's attention to those sentences, suggesting that something is about to happen.			
Y5 term 2					Distinguish between facts and opinions when both are included in a sentence. **Example:** In the statement: 'Medicines need to be tested, therefore we must test them on animals,' child can recognise that first part of sentence is a fact and second part an opinion.		With support where necessary, provide justifications for their views. **Example:** Child can prepare a response to a question about a familiar story, e.g. 'Was Jack from Jack and the Beanstalk a hero or a villain?' Child can give reasons from the text to support their views, e.g. 'Jack was a villain because he stole things from the giant.'	Discuss their understanding of what they have read, including through formal presentations, maintaining a focus on the topic, and with support can use simple notes. **Example:** After reading about a specific topic, child can make notes in response to questions and can briefly explain to a group or class what they have found out.			With support, identify and discuss themes and conventions in and across selected texts. **Example:** In response to the question: 'What do the main characters of these two books have in common?' child can identify a common theme, e.g. 'They have both lost something important to them, but they react differently.'	
BLUE B — Y5 term 3	Summarise main ideas drawn from more than one paragraph, and with minimal support identify one or more key details that support the main ideas. **Example:** In a non-fiction section about sheep farming, child can explain what the most common breed of sheep is and give one reason why it is common.				Identify some similarities and differences between two versions of a traditional tale. **Example:** Having read two versions of *Robin Hood*, child can identify main similarities and differences between the two versions.	Predict what might happen next in a story, sometimes using complex clues drawing on more than one aspect of the plot or of character. **Example:** Child can work out that two characters who are each unaware that the other one has the same goal are likely to find this out, and this will cause problems.	Participate in discussions about books, and with support can build on their own and others' ideas. **Example:** In a group discussion about a character's motives, child contributes ideas and responds to prompt questions about others' ideas, e.g. 'Do you agree with what she said? Why?'		Participate in discussion about an author's choice of language and show understanding of how some language choices affect the reader's understanding. **Example:** Child can notice that a particular character uses a lot of dialect words, and explain how that affects reactions to that character; or note that use of technical language in a non-fiction text helps to give a formal feel to the text.		Read for a range of purposes. **Example:** Child can choose appropriate books to read for pleasure and read from a range of sources to find out information about a history, geography or science topic.	Identify some of the ways in which fiction texts are structured, e.g. through use of chapters, and can say why this is effective. **Example:** Child can identify that the use of very short chapters in a particular book helps to build a feeling of excitement and keeps the reader reading.
BLUE B — Y5 term 3	Pay close attention to the meanings of words when reading. **Example:** When child finds a familiar word with an alternative meaning, such as children writing on a 'tablet' in Ancient Greece, they realise the word does not refer to an electronic tablet and makes a sensible guess at the alternative meaning.				Use information from a text to draw straightforward inferences about how ideas are related. **Example:** In non-fiction book about spiders, child can explain why some spiders might make a good pet whereas others would not, when explanation is not expressly stated in text.						With support, identify how language, structure and presentation contribute to meaning in a range of straightforward texts. **Example:** Child can identify how the school website uses language, structure and presentation to let parents and pupils know what is happening in school.	

End of Year 5 (on track to meet Year 5/6 Curriculum requirements)