



Y5 Reading Assessment Grids				
NC	Specific area	No.	To be working at the expected standard, children need to be able to:	
Word Reading	Phonics / Blending	1		
	Prefixes / suffixes / root words / contractions	2	Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet	
	CEW	3		
	Fluency	4	4	Read fluently, decoding unfamiliar words with increasing speed and skill
		5	5	Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
		6	6	Ask questions to improve their understanding
	Range of texts	7	7	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
		8	8	Read books that are structured in different ways and reading for a range of purposes
		9	9	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (Y6 obj)
	Familiarity with texts	10	10	Increase their 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
		11	11	Recommend books that they have read to their peers, giving reasons for their choices
Comprehension	Vocab 2a	12	Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	
	Retrieval 2b	13	Retrieve, record and present information from non-fiction over a wide range of subjects	
	Summarising 2c	14	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	
	Inference 2d	15	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	
	Prediction 2e	16	Predict what might happen from details stated and implied	
	Relationship Word Choice Comparison / authorial intent 2f, 2g, 2h	17	17	Identify and discuss themes and conventions in a wide range of writing
		18	18	Identify how language, structure and presentation contribute to meaning.
	19	19	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	
Poetry and performance	20	20	Prepare poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that meaning is clear to an audience	
Notes and guidance	21*	21*	To begin to know the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect	
	22*	22*	(notes and guidance)	