

Reading Assessment - Year five

Word Reading	Endings which sound like /ʃəs/ spelt -cious or -tious (e.g. delicious, malicious, suspicious)	
	To apply a knowledge of words ending in -able and -ably -ible and -ibly (e.g. adorable/adorable, incredible, incredibly)	
	Adding suffixes beginning with vowel letters to words ending in -fer the r is doubled if the -fer is still stressed (e.g. referring, preferred) R is not doubled if the -fer is no longer stressed. (e.g. preference)	
	To apply knowledge of words containing the letter-string ough (used to spell a number of different sounds)	
	To apply knowledge of endings which sound like /ʃəl/ -cial is common after a vowel letter and -tial after a consonant letter (e.g. artificial, partial, confidential) and to know that there are some exceptions. (E.g. initial, financial)	
	To know that words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) e.g. doubt, island, lamb, solemn	
Reading Comprehension	Ask questions to improve their understanding	2a
	Recommend books that they have read to their peers, giving reasons for their choices	
	Discussing themes and conventions in and across a wide range of writing distinguish between statements of fact and opinion	2h
	Maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	
	Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	2a
	Provide reasoned justifications for their views	
	Predict what might happen from details stated and implied in increasingly complex texts	2e
	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader learning a wider range of poetry by heart	2g
	Retrieve, record and present information from non-fiction	2b
	Identify and make comparisons within and across books	2f 2g
	Distinguish between statements of fact and opinion	
	Learn a wider range of poetry by heart	
	Increase 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	
	Read books that are structured in different ways and reading for a range of purposes	
	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	2c
	Identify how language, structure and presentation contribute to meaning	2a 2g
	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	2d
	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	
	Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary	
	Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	