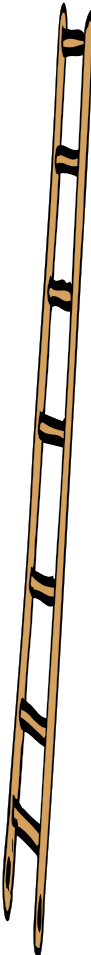




Reading Assessment - Year 5 Name/s _____

	Word Reading	Comprehension	Spoken Language (Common across Key Stage 1 and Key Stage 2)
Year 5 	• I can read aloud and understand the meaning of new words that I meet linked to the expectations of Year 5 spelling	• I can maintain positive attitudes to reading and understanding of what I read by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • I can maintain positive attitudes to reading and understanding of what I read by increasing my 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 • I can maintain positive attitudes to reading and understanding of what I read by recommending books that I have read to my peers, giving reasons for my choices • I can maintain positive attitudes to reading and understanding of what I read by identifying and discussing themes and conventions in writing • I can maintain positive attitudes to reading and understanding of what I read by making comparisons within a book • I can maintain positive attitudes to reading and understanding of what I read by preparing 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 • I can understand what I read by checking that the book makes sense to me, discussing my understanding and exploring the meaning of words in context • I can understand what I read by asking questions to improve my understanding of complex texts • I can understand what I read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • I can understand what I read in increasingly complex texts by predicting what might happen from details stated and implied • I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • I can distinguish between statements of fact and opinion • I can retrieve, record and present information from non-fiction	• I can listen and respond appropriately to adults and my peers • I can ask relevant questions to extend my understanding and knowledge • I can use relevant strategies to build their vocabulary • I can articulate and justify answers, arguments and opinions • I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. • I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • I can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • I can speak audibly and fluently with an increasing command of Standard English • I can participate in discussions, presentations, performances, roleplay/improvisations and debates • I can gain, maintain and monitor the interest of the listener(s) • I can consider and evaluate different viewpoints, attending to and building on the contributions of others • I can select and use appropriate registers for effective communication