

## YEAR 5 READING GRID

	STAGE D: Typical Range of Year 5 Attainment		
	Beginning to develop Y5 expectations	Embedding understanding of Y5 expectations	Securely demonstrates application of Y5 expectations
<b>AF1</b> <b>WORD READING</b> use a range of strategies including accurate decoding of text to read for meaning	Reads most words effortlessly and works out how to pronounce unfamiliar words with increasing automaticity.		
	Will ask for help in order to determine both the meaning and pronunciation of unfamiliar words to improve understanding of a sentence or paragraph e.g. <i>focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation'</i>		Is beginning to show greater independence determining both the meaning and pronunciation of unfamiliar words to improve understanding of a sentence or paragraph e.g. <i>focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation'</i>
	Mostly reads silently and can discuss what they have read	Is able to read silently and discuss what they have read.	
<b>AF2</b> <b>Identify and retrieve key information from texts: understand, describe, explain select &amp; use quotation &amp; reference to text</b> *Content Domain 2a & 2b & 2c	Shows an increasing familiarity with a wide range of books including myths and legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions		
	Can identify the main idea from one or more paragraph and summarise this (although the summary may be overlong or include some less relevant information)	Can identify the main idea from one or more paragraph and summarise this (ability to summarise key information is improving)	Can summarise key information succinctly
	With scaffolds, can explain their understanding of what they have read through formal presentations	Demonstrates greater independence when asked to explain their understanding of what they have read through formal presentations	Can independently explain and discuss their understanding of what they have read through formal presentations and debates
<b>AF3</b> <b>Deduce, Infer &amp; Predict</b> *Content Domain 2d & 2e	Deduces characters thoughts, feelings and motives for their actions	Deduces characters, thoughts, feelings and motives for their actions and, with support, can explain the deduction process	Deduces characters thoughts, feelings and motives for their actions and can explain the deduction process
<b>AF4</b> <b>Understanding structure and organisation of texts</b>	With support, can give reasons for a wider range of structural devices at text level for both fiction and non-fiction e.g. <i>Why has the author chosen to change paragraph after this sentence? Why has the author used a chart here?</i>	Is able to comment on the structural devices the author has used to convey information across a range of fiction and non-fiction texts e.g. <i>Why is it easier to read? Why is the font different in this sentence?</i>	Can comment on structural features of different text types (both fiction and non-fiction) relating to purpose and audience e.g. <i>What is the purpose of the pictures on pages 3 and 4? How is the layout appropriate for the particular audience this leaflet is aimed at?</i>
<b>AF5</b> <b>Writers' choice and use of language</b>  *Content Domain 2g	Give a reasoned explanation about how grammatical choices are used to create a particular mood e.g. <i>Long sentences used for description and to create a calm, relaxed atmosphere or short sentences used for impact and to create a sense of panic. Rapid questioning to show confusion or nervous tension.</i>	Understand that the meaning of a sentence is shaped by the punctuation e.g. <i>'The reading test is today.'</i> <i>'The reading test is today!'</i> <i>'The reading test is today?'</i>	Understand that the meaning of a sentence is shaped by the punctuation, word order and conjunctions used. E.g. <i>'Laughing loudly, he turned and walked away.'</i> or <i>'He turned and walked away and he was laughing loudly.'</i> Explains how, in the first example, the fronted adverbial emphasises the behaviour and attitude (mocking) of the character compared to the second example, where character attitude is less prominent.
	Is able to comment on the use of description and similes within narrative e.g. The waves <b>galloped</b> towards the shore. Why did the author choose the verb <b>galloped</b> ? What image does it create in your mind?	Is able to comment on the use of description and similes within narrative and comment on their effect e.g. <i>The raindrop fell from the flower like a solitary tear. What emotions does it evoke? How is it different from just saying 'The raindrop fell'?</i>	Is able to evaluate the use of vivid description and similes within narrative and comment on their effect e.g. <i>Why is 'He shot forwards like a bullet from a gun...' a good simile to choose? Why did the author use the verb shot? What would be the effect of substituting that verb?</i>
<b>AF6</b> <b>Purpose, Viewpoint and personal responses</b> *Content Domain 2g	Recommend books to peers, giving reasons for their choices	Recommend books to peers, giving developed reasons for their choices	Recommend books to peers, giving developed reasons and making specific reference to the text to support their choices
<b>AF7</b> <b>Social, cultural &amp; historical traditions</b>	Identify key themes of a range of more complex texts related to social issues e.g. poverty, bullying, theft, family, cultural and historical	Explain the key features, themes and role of characters across a range of more complex texts	Compares and contrasts themes across a range of more challenging/complex texts (social, cultural and historical)