

Netherbrook Primary School
Reading Assessment: Stage 5



Word Reading		Understand what they read by:	
1	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.	15	checking that the book makes sense to them, discussing their understanding
		16	checking that the book makes sense to them, exploring the meaning of words in context;
Comprehension		17	asking questions to improve their understanding;
		18	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions;
Maintain positive attitudes to reading and understanding of what they read by:		19	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions,
2	continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks;	20	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;
		21	predicting what might happen from details stated
3	reading books that are structured in different ways and reading for a range of purposes;	22	predicting what might happen from details implied
		23	summarising the main ideas drawn from more than one paragraph;
4	increasing 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;	24	summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas;
		25	identifying how language contributes to meaning.
5	increasing their familiarity with a wide range of books, including modern fiction, fiction from our literary heritage, and books from other cultures and traditions;	26	identifying how structure contributes to meaning.
		27	identifying how presentation contribute to meaning.
6	recommending books that they have read to their peers	28	discussing how authors use language, including figurative language, considering the impact on the reader.
7	recommending books that they have read to their peers, giving reasons for their choices	29	evaluating how authors use language, including figurative language, considering the impact on the reader.
		30	distinguishing between statements of fact and opinion
8	identifying themes and conventions in and across a wide range of writing;	31	retrieving information from non-fiction
		32	recording information from non-fiction
9	discussing themes and conventions in and across a wide range of writing;	33	presenting information from non-fiction
10	making comparisons within books;	34	participating in discussions about books that are read to them and those they can read for themselves
11	making comparisons across books;	35	participating 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
12	learning a wider range of poetry by heart;	36	explaining and discussing their understanding of what they have read.
13	preparing poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	37	explaining and discussing their understanding of what they have read, maintaining a focus on the topic and using notes where necessary
		38	explaining and discussing their understanding of what they have read, including through formal presentations, maintaining a focus on the topic and using notes where necessary
14	preparing plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	39	explaining and discussing their understanding of what they have read, including through debates, maintaining a focus on the topic and using notes where necessary
		40	providing reasoned justifications for their views

Assessment Guidance

Assessment Stage	5.1	5.2	5.3	5.4	5.5	5.6	
Typical Attainment time	Late Oct	Mid Jan	Late Mar	Mid May	Late July	Late July	
Approximate percentage of curriculum mastered	20%	40%	60%	80 – 85%	95 – 100%	Exceeding stage expectations	