

Upper Key Stage Two

Year 5

Reading Teacher Assessment

Word Reading

I can apply my growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that I meet.

Comprehension

I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

I can read books that are structured in different ways and for a range of purposes.

I can increase 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 recommend books that I have read to my peers, giving reasons for my choices.

I can identify and discuss themes and conventions in and across a wide range of writing.

I can make comparisons within and across books.

I am learning a wider range of poetry by heart.

I can 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.

I 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 understand what I read by asking questions to improve my understanding.

I understand what I read by drawing inferences such as inferring characters' feelings, thoughts and motives from my actions, and justifying inferences with evidence.

I understand what I read by predicting what might happen from details stated and implied.

I understand what I read by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

I can identify how language, structure and presentation contribute to meaning.

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 participate in discussions about books that are read to me and those I can read for myself, building on my own and others' ideas and challenging views courteously.

I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

I can provide reasoned justifications for my views.

To note:

1. The LKS2 and UKS2 checklists are based on the assessment guidance provided by the DfE in the curriculum, which does not differentiate between Working towards, Working At and Working at Greater Depth.
2. The statements have been separated into word reading and comprehension.