

# Year 5

## Reading and Writing Assessment

**Reading on track to be at least Dark Blue book band by the end of Year 5.**

**Working at the expected standard**

### Word Reading and Fluency

Read a range of age appropriate books with confidence and fluency

Apply their growing knowledge of prefixes/suffixes (morphology and etymology) to understand the meaning of new words .g. conscious, conscience, desperate, words ending in –ance, –cial,

### Comprehension

Demonstrate the ability to work out the meaning of new words using the context in group discussion

Can identify the purpose structure and grammatical features of a range of non-fiction texts and evaluate how effective they are

Can express a personal viewpoint and recommend texts giving reasons

Can make comparisons within and across texts i.e. comparing themes, characters, events

Can identify some grammatical features and how they impact on the reader e.g. rhetorical questions, variation of sentence length

Recognise the difference between fact and opinion

Ask questions to improve understanding

Accurately predict what may happen from details stated in a single statement

Identify / explain how information / narrative content is related and contributes to meaning as a whole

Retrieve explicit information from fiction and non-fiction texts from simple questions using 'what, when, why, how and who?'

Identify / explain how meaning is enhanced through choice of words and phrases

Summarise the main idea of a paragraph, using simple statement

I can infer from details stated

**Working at greater depth within the expected standard**

### Word Reading

Read all new words accurately

### Comprehension

Can justify opinions and inferences with relevant evidence and explanation (PEE) and is able to adapt opinions based on further evidence

Summarise main ideas and compare texts on the same topic, making reference to points in the text

Explain the writers use of language, grammatical features and punctuation to create effects and impact, using explicit evidence from the text

## Writing

### Working towards the expected standard

I can use paragraphs to organise ideas

I can use some cohesive devices within and across sentences and paragraphs – fronted adverbials, pronouns

I can use different verb forms mostly accurately

I can use headings, sub headings and bullet points to structure non-fiction writing.

I can use capital letters mostly correctly

I can use full stops mostly correctly

I can use exclamation marks mostly correctly

I can use commas for lists mostly correctly

I can use apostrophes for contraction mostly correctly

I can spell most words correctly (years 3 and 4)

I can use some words correctly (years 5 and 6)

I can produce legible joined handwriting

### Working at the expected standard

I can write for a range of purposes and audiences (including short stories)

I can plan my writing so that it uses cohesion to link paragraphs.

I can proofread and edit my work to make sure it is free from common errors.

I can vary the use of long and short sentences. Long to add description – Short for emphasis or effect.

I can use a range of cohesive devices: adverbials, conjunctions, pronouns, synonyms - within and across sentences and paragraphs

I can use relative clauses.

I can use modal verbs

I can use inverted commas correctly

I can make correct use of dashes

I can make correct use of brackets for parenthesis.

I can spell some words correctly (years 5 and 6)

I can maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

### Working at greater depth within the expected standard

I can almost always identify the intended audience and purpose for my writing.

I can use an apostrophe for plural possession.

I always put my paragraphs in a logical order and link them using varied features.