

# Assessment of Reading

## Year 5

DERIC	Reading Objectives		Initials	
			-	+
<b>DECODE</b>	1	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to read aloud new words		
	2	Use suffixes to understand meanings e.g. -ant, -ance, -ancy, -ent, ence, -ency, -ible, -able, -ibly, -ably		
	3	Read with fluency and stamina		
	4	Show understanding through intonation, tone and volume so that meaning is clear to an audience when performing poems and playscripts		
	5	Use punctuation to determine intonation and expression when reading aloud to a range of audiences		
	6	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear (Yr 5/6 writing National Curriculum)		

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<b>EXPLAIN</b>	7	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words		
	8	Check the text makes sense to them by discussing their understanding and exploring the meaning of words in context ( <i>Strand 2a</i> )		
	9	Ask questions to improve their understanding of a text		
	10	Participate 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		
	11	Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary		
	12	Provide reasoned justifications for their views		
	13	Identify a range of descriptive devices including figurative language, e.g. metaphors		

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<b>RETRIEVE</b>	14	Demonstrate increasing familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction from our literary heritage, and books from other cultures and traditions		
	15	Retrieve, record and present information from fiction and non-fiction <i>(Strand 2b)</i>		
	16	Skim and scan efficiently for vocabulary, key ideas and facts on both the printed page and screen		
	17	Extract information & make notes using quotations & reference to the text		
	18	Identify and summarise main ideas drawn from more than one paragraph identifying the key details that support the main ideas <i>(Strand 2c)</i>		

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<b>INTERPRET</b>	19	Predict what might happen from details stated and implied <i>(Strand 2e)</i> and provide justifications from the text		
	20	Distinguish between statements of fact and opinion and understand why this is important to interpreting the text		
	21	Prove or disprove simple statements about a character by finding evidence in a text		
	22	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <i>(Strand 2d)</i>		
	23	Compare the behaviour and feelings of two different characters in an extract from the text		
	24	Identify and discuss themes and conventions in a wide range of writing, e.g. 'heroism' or 'loss'		

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<b>CHOICES</b>	25	Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and references books or textbooks		
	26	Read books that are structured in different ways and read for a range of purposes		
	27	Identify how language structure and presentation contribute to meaning <i>(Strand 2f)</i>		
	28	Discuss and evaluate the intended impact of the language used with reference to the text		
	29	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader <i>(Strand 2g)</i>		
	30	Identify how presentational and organisational choices vary according to the form and purpose of the writing		
	31	Make simple links between texts, their audience, purpose, time and culture, drawing on a good knowledge of authors		
	32	Recommend books that they have read, giving reasons for their choices		
	33	Identify and explain the author's point of view with reference to the text		
	34	Make comparisons within and across books <i>(Strand 2h)</i>		
	35	Make links between the authors' use of language and the inferences drawn		