HEAP BRIDGE VILLAGE PRIMARY SCHOOL

Teacher Assessment of Year 5 Reading Objectives

Year 5

ORT*	Stage 15	Stage 16	Stage 17	Stage 18	Stage 19
Points	5.0 – 5.1	5.2 – 5.3	5.4 – 5.5	5.6 – 5.7	5.8 – 5.9

RAMP Reading *(inc. related content domains and year group end points):*

Activate Prior Knowledge	Can read a range of level-appropriate texts fluently and accurately.								
	Can read aloud with pace, fluency, and expression, taking punctuation and author's intent into account.								
	Can identify and discuss the various features of fiction genres *(e.g. science fiction, adventure, mystery etc.).*								
	Can compare and talk about the structures and features of a range of non-fiction texts.								
	Can recognize the different text features within a variety of mixed-genre texts.								
Prediction *(2e - predict what might happen from details stated and implied)*	Can refer to the text to: support opinions and **predictions**; sum up what you find/discuss/think about; make your point/state your thoughts and ideas; find evidence in and/or around the text to support your views.								
	Can use knowledge of text structure to locate information and **gain quick insight** to text *(e.g. use appropriate heading and sub-heading in non-fiction, find relevant paragraph/chapter)*								
	Can skim and scan to **identify/predict key ideas**, themes and content within the text.								
Clarifying *(2a - give / explain the meaning of words in context)* *(2b - retrieve and record information / identify key details from fiction and non-fiction)*	Can **clarify the meanings of ambitious words** and/or phrases in context *(appropriate levelled book).*								
	Can **locate/clarify information quickly** and effectively from a range of sources by using techniques such as skimming, scanning, text marking and using indexes.								
	In most level-appropriate texts, can discuss how and why the text affects the reader and **refer back to the text to back up point of view**.								
	Can **quote directly from the text** to answer questions.								
	Can refer to the text and find evidence to support and elaborate on own opinions, views, ideas and clarify initial thinking. Link to prior knowledge/experiences.								
Questioning (discussion led by the children, ideally)	Can **ask different sorts of questions** *related to literal, inference and deduction.*								
	Can **identify parts of the text that are confusing** or that they don't understand.								
	Can build on someone else's ideas and contributions, bringing other people into the discussion.								
	Can find relevant information to answer a question *(i.e. can skim and scan to identify key ideas in the text)*								
	Can **link suggested answers back to the text** *(i.e. can use techniques such as text marking)*								
Grammar *(2g - identify / explain how meaning is enhanced through choice of words and phrases)*	Can talk about the **effects of different words and phrases** to create different images and atmosphere *(e.g. powerful verbs, descriptive adjectives, adverbs).*								
	Can **talk about the author's choice of language** and its **effect on the reader** in non-fiction texts *(e.g. 'foul felon' in a newspaper report about a burglary).*								
	Can understand that **figurative language creates images**.								
	Can **identify the ways in which paragraphs are linked** *(e.g. use of connecting adverbs, pronouns for character continuation).*								
	Can discuss how an author builds a character through dialogue, action, description.								
Inference *(2d - make inferences from the text / explain and justify inferences with evidence from the text)* *(2f - identify / explain how information / narrative content is related and contributes to meaning as a whole)*	Can **read between the lines**, using clues from action, dialogue and description to **interpret meaning** and/or explain what characters are thinking/feeling and the way they act.								
	Can understand and explain different characters' **points of view**.								
	Can **infer meaning**, using evidence from the text and wider experiences.								
	Can **discuss messages, moods, feelings and attitudes** using the clues from the text **using inference and deduction** skills.								
	Can **identify the point of view** from which a story is told and how this affects the reader's response *(e.g. author's bias).*								
	Can **infer and deduce meaning** based on evidence drawn from **different points in the text**.								
	Can **identify and explain the difference between fact and opinion**.								
	Can **identify relationships between characters**, explaining the effects this has on the reader (e.g. how characters behave in different ways)								
Summarising & Reflection *(2c - summarise main ideas from more than one paragraph)* *(2h - make comparisons within the text)*	Can **talk about how a character could be seen in different ways**, depending on how the author chooses to portray them.								
	Can **explore alternatives** that could have occurred in texts (e.g. a different ending), referring to text to justify their ideas.								
	Can **reflect on and discuss the work of some established authors** and know what is special about their work ***(links to BOOKFLIX & reading for pleasure).***								
	Can justify preferences in terms of authors' styles and themes ***(links to BOOKFLIX & reading for pleasure).***								
	Can **compare** the structure of different stories and reflect on how they differ in pace, build-up, sequence, complication and resolution.								
	Can talk with friends about books and listen to others, in order to share book recommendations and widen understanding of the world ***(links to BOOKFLIX & reading for pleasure).***								