

Netherbrook Primary School
Year 5 Reading Assessment

Name:

Class:

All assessment points relate to age appropriate texts.

Word Reading

Target met

1	I can use a range of strategies to help me work out unknown or unfamiliar words	
2	I can use my knowledge of root words, prefixes and suffixes to read aloud <i>Prefixes: un-, dis-, mis-, in-, il, im, ir, re-, sub-, inter-, super-, anti-, auto-</i> <i>Suffixes: -ment, -ness, -ful, -less, -ly, -ation, -ly, -ous,</i>	
3	I can use my knowledge of root words, prefixes and suffixes to understand the meaning of new words I meet. <i>Prefixes: un-, dis-, mis-, in-, il, im, ir, re-, sub-, inter-, super-, anti-, auto-</i> <i>Suffixes: -ment, -ness, -ful, -less, -ly, -ation, -ly, -ous,</i>	
3a	I can read and understand the meaning of the following words from our word list. accommodate; accompany; according; achieve; aggressive; amateur; ancient; apparent; appreciate; attached; available; average; awkward; bargain; bruise; category; cemetery; committee; communicate; community; competition; conscience*; conscious*; controversy; convenience; correspond; criticise (critic + ise); curiosity; definite; desperate; determined; develop; dictionary; disastrous; embarrass; environment; equip (-ped, -ment); especially; exaggerate; excellent; existence; explanation; familiar; foreign; forty; frequently; government; guarantee; harass; hindrance; identity; immediate(ly); individual; interfere; interrupt; language; leisure; lightning; marvellous; mischievous; muscle; necessary; neighbour; nuisance; occupy; occur; opportunity; parliament; persuade; physical; prejudice; privilege; profession; programme; pronunciation; queue; recognise; recommend; relevant; restaurant; rhyme; rhythm; sacrifice; secretary; shoulder; signature; sincere(ly); soldier[stomach; sufficient; suggest; symbol; system; temperature; thorough; twelfth; variety; vegetable; vehicle; yacht; year	
4	I can read aloud with appropriate intonation, tone and volume to maintain interest.	

Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding

5	I can recommend books I have read to my peers	
6	I can identify themes and conventions in and across a wide range of writing	
7	I can discuss themes and conventions in and across a wide range of writing	
8	I can make comparisons within books	
9	I can make comparisons across books	

Understand both the books that they can already read accurately and fluently and those that they listen to

10	I can check that the book makes sense to me by discussing my understanding of words	
11	I can ask questions to improve my understanding	
12	I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying these with evidence	
13	I can predict what might happen from details stated	
14	I can predict what might happen from details implied	
15	I can summarise the main ideas drawn from more than one paragraph with evidence	
16	I can identify how language contributes to meaning, including understanding the author's use of different conventions e.g. <i>similes, metaphors, analogy and imagery for effect considering the impact on the reader</i>	
17	I can distinguish between statements of fact and opinion	
18	I can retrieve information from non-fiction texts	
19	I can record and present information from non-fiction texts	
20	I can participate in discussions about books that are read to me and those I can read for myself.	
21	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	
22	I can explain and discuss my understanding of what I have read, maintaining a focus on the topic and using notes where necessary	
23	I can explain and discuss my understanding of what I have read through formal presentations, maintaining a focus on the topic and using notes where necessary	
24	I can provide reasoned justifications for my views	