

Reading Assessment Outcomes

Skills	Stage 5
Word Reading	<ul style="list-style-type: none"> •Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. •Read further exception words, noting the unusual correspondences between spelling and sound. •Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. •Re-read and read ahead to check for meaning. •Read age-appropriate books with confidence and fluency (including whole novels).
Comprehension	<ul style="list-style-type: none"> •Read and discuss a wide range of books and text types, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from our culture and traditions. •Read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are. •Make comparisons within and across texts. •Retrieve and record (using skimming and scanning) key details and quotations from fiction to demonstrate understanding of characters and events. •Retrieve and record (using skimming and scanning) from non-fiction to demonstrate understanding of information •Recite poems by heart, e.g. narrative verse, haiku. •Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action. •Provide justification for my views based on the text. •Use meaning seeking strategies to explore the meaning of words in context and to explore the meaning of idiomatic and figurative language. •Identify grammatical features used by the writer – rhetorical questions, varied sentence lengths, varied sentence starters, empty words – to impact on the reader. •Distinguish between fact and opinion. •Make predictions from what has been read. •Summarise the main ideas, events and characters drawn from more than one paragraph, identifying key details and using some quotations to illustrate. •Draw inferences such as inferring characters’ thoughts, feeling and motives from their actions and justifying inferences with evidence. •Identify the effect of the context on a text, for example, historical or other cultures. •Compare different versions of texts and talk about their differences and similarities. •Use knowledge of structure of text type to find key information in a text. •Begin to provide explanations for key information and events and for character actions and motivations. •Begin to identify and explain how information is related and contributes to meaning as a whole. •Begin to explain how the choice of language enhances the meaning of texts.
Additional Guidance	
Greater Depth Examples	<ul style="list-style-type: none"> •Express opinions about a text, using evidence from the text, giving reasons and explanations. Point, evidence, explanation. (PEE) •Adapt own opinion in the light of further reading or others’ ideas. •Identify formal and informal language. •Know the features of different narrative text types, for example, adventure, fantasy, myths. •Compare texts by the same writer. •Compare texts by different writers on the same topic. •Summarise key information from different texts. •Empathise with different character’s points of view. •Infer meaning using evidence from the text and wider reading and personal experience. •Explain how a writer’s use of language and grammatical features have been used to create effects and impact on the reader. •Explain how punctuation marks the grammatical boundaries of sentences and gives meaning. •Know how the way a text is organised supports the purpose of the writing. •Use scanning and text marking to find and identify key information.