

Ellingham C of E Primary School Year 5 Assessment Expectations Reading 2		
End of Term 1	End of Term 2	End of Term 3
AF5: explain and comment on writers' use of language, including grammatical & literary features at word and sentence level.		
I can give a reasoned explanation about how grammatical choices are used to create a particular mood e.g. <i>Long sentences used for description and to create a calm, relaxed atmosphere or short sentences used for impact and to create a sense of panic. Rapid questioning to show confusion or nervous tension.</i>	I understand that the meaning of a sentence is shaped by the punctuation e.g. 'The reading test is today.' 'The reading test is today! 'The reading test is today?	<i>I understand that the meaning of a sentence is shaped by the punctuation, word order and conjunctions used. E.g. 'Laughing loudly, he turned and walked away.'</i> or 'He turned and walked away and he was laughing loudly.' Explains how, in the first example, the fronted adverbial emphasises the behaviour and attitude (mocking) of the character compared to the second example, where character attitude is less prominent.
I am able to comment on the use of description and similes within narrative.	I am able to comment on the use of description and similes within narrative and comment on their effect e.g. The raindrop fell from the flower like a solitary tear. How is it different from just saying 'The raindrop fell'?	<i>I am able to evaluate the use of vivid description and similes within narrative and comment on their effect e.g. Why is 'He shot forwards like a bullet from a gun...' a good simile to choose? Why did the author use the verb shot? What would be the effect of substituting that verb?</i>
AF6: identify and comment on writers' purposes and viewpoints, & the overall effect of the text on the reader.		
I recommend books to my peers, giving reasons for my choices.	I recommend books to my peers, giving developed reasons for my choices.	I recommend books to peers, giving developed reasons and making specific reference to the text to support my choices.
AF7: relate texts to their social, cultural & historical traditions.		
I can identify key themes of a range of more complex texts related to social issues e.g. poverty, bullying, theft, family, cultural and historical.	I explain the key features, themes and role of characters across a range of more complex texts.	I compare and contrast themes across a range of more challenging/complex texts (social, cultural and historical).