Ellingham C of E Primary School Year 5 Assessment Expectations Reading		
End of Term 1	**End of Term 2**	**End of Term 3**
AF1: use a range of strategies including accurate decoding of text to read for meaning.		
I ask for help in order to determine both the meaning and pronunciation of unfamiliar words to improve understanding of a sentence or paragraph, e.g. focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation'.	I read most words effortlessly and work out how to pronounce unfamiliar words with increasing automaticity.	I am beginning to show greater independence determining both the meaning and pronunciation of unfamiliar words to improve understanding of a sentence or paragraph, e.g. focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation'
I mostly read silently and can discuss what they I read.	I am able to read silently and discuss what I have read.	
AF2: understand, describe, select or retrieve information, events or ideas from texts & use quotation & reference to text.		
	I show an increasing familiarity with a wide range of books including myths and legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.	
I can identify the main idea from one or more paragraph and summarise this (although the summary may be overlong or include some less relevant information.)	I can identify the main idea from one or more paragraph and summarise this (ability to summarise key information is improving.)	I can summarise key information succinctly.
With scaffolds, I can explain my understanding of what I have read through formal presentations.	I demonstrate greater independence when asked to explain my understanding of what I have read through formal presentations.	I can independently explain and discuss my understanding of what I have read through formal presentations and debates.
AF3: deduce, infer or interpret information, ideas or events from text.		
I can deduce characters thoughts, feelings and motives for their actions.	I deduce characters, thoughts, feelings and motives for their actions and, with support, can explain the deduction process.	I deduce characters thoughts, feelings and motives for their actions and can explain the deduction process.
AF4: identify & comment on the structure & organisation of texts, including grammatical & presentational features at text level.		
With support, I can give reasons for a wider range of structural devices at text level for both fiction and non-fiction, e.g. Why has the author chosen to change paragraph after this sentence? Why has the author used a chart here?	I am able to comment on the structural devices the author has used to convey information across a range of fiction and non-fiction texts, e.g. Why is it easier to read? Why is the font different in this sentence?	I can comment on structural features of different text types (both fiction and non-fiction) relating to purpose and audience, e.g. What is the purpose of the pictures on pages 3 and 4? How is the layout appropriate for the particular audience this leaflet is aimed at?