Two Mile Ash School

Year 5 & 6

Reading Progression and Assessment Framework 2022-23

**Word Reading**

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| **National Curriculum Statement:** | **apply their growing knowledge of root words, prefixes and suffixes (See appendix one of NC - See page 56 on)** |
| **Year 5 at:** | I am **beginning to develop and apply** **my knowledge** of root words, prefixes and suffixes both to read aloud and understanding the meaning of new words I meet. |
| **Year 5 GD:** | As working at  |
| **Year 6 at:** | **I can generally apply my knowledge** of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words I meet. |
| **Year 6 GD:** | **I can independently apply my knowledge** of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words I meet. |

**Reading Comprehension**

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| **National Curriculum Statement:** | **continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks** |
| **Year 5 at:** | I am continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books. |
| **Year 5 GD:** | I am continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books **independently** across all curriculum areas. |
| **Year 6 at:** | I am continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books **independently** across all curriculum areas, discussing and **beginning** to justify my preferences. |
| **Year 6 GD:** | I am continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books **independently** across all curriculum areas, discussing and **justifying** my preferences. |

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| **National Curriculum Statement:** | **reading books that are structured in different ways and reading for a range of purposes** |
| **Year 5 at:** | I can read age- related books with confidence, fluency and accuracy. |
| **Year 5 GD:** | I can read **beyond** age- related books with confidence, fluency and accuracy. |
| **Year 6 at:** | I can read age- related books with confidence and fluency, **including whole novels.** |
| **Year 6 GD:** | I can read **beyond** age- related books with confidence, fluency and accuracy including challenging whole novels **and classic texts.** |

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| **National Curriculum Statement:** | **increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books** **from other cultures and traditions** |
| **Year 5 at:** | **With guidance,** I can listen and read thoroughly to a range of genres, including a range of whole texts. I can experience a range of texts I may not have chosen for myself. |
| **Year 5 GD:** | I can listen and read thoroughly to a range of genres, including a range of whole texts. I can experience a range of texts I may not have chosen for myself. |
| **Year 6 at:** | I can listen and read thoroughly to a range of genres, including a **range of whole books and novels.** Ican experience a range of books I may not have chosen for myself. |
| **Year 6 GD:** | I can listen and read thoroughly to a range of genres, including a range of whole books, novels and **classic texts**. I can experience a range of books I may not have chosen for myself. |

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| **National Curriculum Statement:** | **recommending books that they have read to their peers, giving reasons for their choices** |
| **Year 5 at:** | When recommending books to peers I can express a personal viewpoint and response to a text; giving **simple reasons** for my choices. |
| **Year 5 GD:** | When recommending books to peers I can express a personal viewpoint and response to a text; giving **simple reasons** for my choices and **begin to refer to the text**. |
| **Year 6 at:** | I can recommend books to peers by expressing a personal viewpoint and respond to a text giving **reasons for my choices.** |
| **Year 6 GD:** | I can recommend books to peers by expressing a personal viewpoint and refer to a text when explaining views and **relate to a wider context of literature and experiences**. |

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| **National Curriculum Statement:** | **identifying and discussing themes and conventions in and across a wide range of writing** |
| **Year 5 at:** | I am **beginning** to identify main themes in and across a wide range of texts. |
| **Year 5 GD:** | I **can identify** main themes in and across a wide range of texts. |
| **Year 6 at:** | I can identify and **discuss themes and conventions** in and across a wide range of writing. |
| **Year 6 GD:** | I can **independently** identify and discuss themes and conventions, **giving reasons** for my differences. |

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| **National Curriculum Statement:** | **making comparisons within and across books** |
| **Year 5 at:** | I can, with **support of teacher**, begin to notice and discuss simple comparisons within and across books, such as: genre, theme and plot. |
| **Year 5 GD:** | I can, with support of teacher, begin to notice and discuss simple comparisons within and across books, such as: genre, theme, plot, **characters, setting and organisational devices**. |
| **Year 6 at:** | **I can make comparisons** within and across books for example theme genre, plot, characters, settings and organisational devices. |
| **Year 6 GD:** | **I can compare and contrast** the styles of different writers and poets, giving examples from the text **without support**. |

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| **National Curriculum Statement:** | * **learning a wider range of poetry by heart**
* **preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience**
 |
| **Year 5 at:** | I can learn some poetry by heart to recite aloud, **I may need prompting**. |
| **Year 5 GD:** | I can learn some poetry by heart to recite aloud. |
| **Year 6 at:** | I can read and learn poems and plays aloud **with intonation that shows understanding**. |
| **Year 6 GD:** | I can **confidently** read, learn and perform modern and classical poems and plays showing understanding through intonation, tone and volume **so the meaning is clear to an audience**. |

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| **National Curriculum Statement:** | **checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context** |
| **Year 5 at:** | I am beginning to explore the meaning of words to understand what I have read. |
| **Year 5 GD:** | I am beginning to explore the meaning of **ambiguous** words to understand what I have read. |
| **Year 6 at:** | I can **explore** the meaning of words to understand what I have read. |
| **Year 6 GD:** | I can understand complex new words from all age appropriate reading **including classic texts.** |

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| **National Curriculum Statement:** | **asking questions to improve their understanding** |
| **Year 5 at:** | **With prompts**, I am beginning to ask relevant questions to improve my understanding. |
| **Year 5 GD:** | I am beginning to **independently** ask relevant questions to improve my understanding. |
| **Year 6 at:** | I can ask relevant questions to improve my understanding. |
| **Year 6 GD:** | I can ask **timely** and relevant questions to improve my understanding. |

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| **National Curriculum Statement:** | **drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence** |
| **Year 5 at:** | I can infer meaning from the text to show characters’ feelings, thoughts and motives from their actions **referring to the text**.  |
| **Year 5 GD:** | I can infer meaning from the text and I am beginning to use inference and deduction and **refer to different points of** **the text when explaining my views.** |
| **Year 6 at:** | I can draw inferences such as inferring characters’ feelings, thoughts and motives from their actions and justifying inferences **with evidence**. |
| **Year 6 GD:** | I can draw inferences such as inferring characters’ feelings, thoughts and motives from their actions and justifying inferences **with concise evidence**. |

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| **National Curriculum Statement:** | **predicting what might happen from details stated and implied** |
| **Year 5 at:** | I can predict what might happen from details both stated and implied and **begin** to give detailed reasons.  |
| **Year 5 GD:** |  I can predict what might happen from details both stated and implied and **sometimes give** detailed reasons. |
| **Year 6 at:** | I can predict what might happen from details stated and implied **giving detailed reasons**.  |
| Year 6 GD: | I can predict what might happen from details stated and implied drawing on previous reading of similar genres to help give detailed reasons.  |

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| National Curriculum Statement: | summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas |
| Year 5 at: | With prompts, I can locate relevant information in a text and draw out the key details to summarise the main ideas. |
| Year 5 GD: | I can locate relevant information in a text and draw out the key details to summarise the main ideas. |
| Year 6 at: |  I can generally, locate relevant information in a text and draw out the key details to summarise the main ideas. I am beginning to use quotes, or references to support my response.  |
| **Year 6 GD:** |  I can **independently**, locate relevant information in a text to draw out key details to summarise the main ideas - **supporting with relevant references to the text.**  |

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| **National Curriculum Statement:** | **identifying how language, structure and presentation contribute to meaning** |
| Year 5 at: |  I can, **with support**, identify how language, structure and presentation contribute to meaning in an age-related text. |
| Year 5 GD: | I am **beginning** to **independently** identify how language structure and presentation contributes to meaning in an age-related text. |
| Year 6 at: | I **can** identify how language, structure and presentation contribute to meaning in an age-related text. |
| Year 6 GD: | I can comment on genre specific language and explain how it supports the writer’s theme or purpose. I can explain impact and effectiveness of the structural devices, |

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| **National Curriculum Statement:** | **discuss and evaluate how authors use language, including figurative language, considering the impact on the reader** |
| **Year 5 at:** | I can comment, **with prompts** on the effectiveness of the author’s language to create mood and build tension. |
| **Year 5 GD:** | I can comment on the effectiveness of the author’s language to create mood and build tension. |
| **Year 6 at:** | I can **discuss and evaluate** how authors use language, including figurative language, considering the impact on the reader. |
| **Year 6 GD:** | I can explain the effectiveness and impact on the reader of the writer’s language choices.I can recognise when a word or phrase has more than one layer of meaning.I can select sentences, phrases and relevant information to support their view without support. |

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| **National Curriculum Statement:** | **distinguish between Statement:s of fact and opinion*****(Statement:s the same as the expectation of the complexity of book will rise therefore harder to identify)***  |
| **Year 5 at:** | I am beginning to distinguish between Statement: of fact and opinion. |
| **Year 5 GD:** | I can distinguish between Statement:s of fact and opinion. |
| **Year 6 at:** | I can distinguish between Statement:s of fact and opinion. |
| **Year 6 GD:** | I can distinguish between Statement:s of fact and opinion. |

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| **National Curriculum Statement:** | **retrieve, record and present information from non-fiction** |
| **Year 5 at:** | **With directed prompts**, I can locate information in age-related non- fiction texts by beginning to use appropriate skills, for example: headings, subheadings, skimming and scanning. |
| **Year 5 GD:** | I am **beginning to independently** retrieve and record information from age-related non- fiction texts by beginning to use appropriate skills, for example: headings, subheadings, skimming and scanning. |
| **Year 6 at:** | I can retrieve, record and present information from age-related non-fiction. |
| **Year 6 GD:** | I can retrieve and collate information **effectively** **from a range of sources** **without support.** |

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| **National Curriculum Statement:** | **participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously** |
| **Year 5 at:** |  I can **with prompts** participate in discussions about age-related books that have been read to me. |
| **Year 5 GD:** | I can participate in discussions about age-related books that have been read to them and those they can read to themselves, **building on their own and other’s ideas and beginning to challenge views courteously**. |
| **Year 6 at:** |  I can **confidently participate** in discussions about age-related books. that are read to me and those they can read I have read myself building on their own and others’ ideas and challenging views courteously. |
| **Year 6 GD:** |  I can confidently participate in discussions about age-related books and **link with other known texts**, that are read to me and those I have read myself building on their own and others’ ideas and challenging views courteously.  |

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| **National Curriculum Statement:** | **explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary****(Theme links – during research lessons)** |
| **Year 5 at:** | I can, **when directed,** explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. |
| **Year 5 GD:** | I am **starting to independently**,explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. |
| **Year 6 at:** | **I can explain** and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. |
| **Year 6 GD:** | I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary, **using my writers voice**. |

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| **National Curriculum Statement:** | **provide reasoned justifications for their views.** |
| **Year 5 at:** | I can, **with support of a teacher**, begin to find reasons to justify a viewpoint. |
| **Year 5 GD:** | I can generally provide reasoned justifications for views and uses evidence to support. |
| **Year 6 at:** | I can, provide reasoned justifications for views and **use evidence to support.** |
| **Year 6 GD:** | I can independently, provide reasoned justifications for views, **using a range of evidence to support**. |