

**Durham Lane Primary School- Guided Reading Assessment: Year 5 Name:**

Children need opportunities to read an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books; including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.

They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects.

The following objectives should NOT be followed in any particular order and can be achieved during guided reading sessions, whole class reading activities or during independent tasks.

No.		1	2	3
	<b>Word Reading</b>			
	<b>Phonics and decoding</b>			
1	To read most words fluently and attempt to decode most unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.			
2	Applies knowledge of root words, prefixes and suffixes to support reading and understanding of new vocabulary e.g. -able/-ably, ible/ibly, -ate, -ise, ify, dis-, de-, mis- over-, re-			
	<b>Comprehension</b>			
	<b>Understanding and correcting inaccuracies</b>			
3	Checks that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.			
4	Can self-correct, without prompting, at all times.			
5	Can generate and ask questions more confidently about a text which has been read to them or in a group, showing understanding of that text.			
	<b>Comparing, contrasting and commenting</b>			
6	Can read a wide range of genres, identifying the characteristics of text types (e.g. use of 1st person in writing diaries and autobiographies) and differences between text types.			
7	Can 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.			
8	Can identify main ideas drawn from more than one paragraph and summarise these, referring to details in the text with support, including numbering statements in the order they appear in the text.			
9	Can recommend books, that they have read, to peers based on personal choice, giving reasons for their choices. This may be done verbally or in a book review.			
10	Can begin to distinguish between statements of fact and opinion with support, for example ticking statements in a table to demonstrate this.			
	<b>Words in context and authorial choice</b>			
11	Can discuss vocabulary used by the author to create effect including figurative language, using terms such as metaphor, simile, analogy, imagery, style and effect.			
12	Begins to evaluate the use of authors' language and explain how it has created an impact on the reader.			
13	When given specific vocabulary, can say what the word means, including through multiple choice responses.			
	<b>Inference and prediction</b>			
14	Can draw more detailed inferences from characters' feelings, thoughts and motives, some of which will compare different characters either in the book or from different books and justifies inferences with evidence from text.			
15	Can make more detailed predictions based on details stated and implied, justifying them in detail with evidence from the text.			
	<b>Poetry and performance</b>			
16	Can prepare 2 different poem styles to read aloud and can perform these showing an awareness of audience when using intonation, tone, volume and action and to do so independently.			
17	In poetry, can summarise a verse or select a multiple-choice response to summarise the verse correctly.			
18	In poetry, can comment on the effect of given words that demonstrate understanding of mood/ action or feelings.			
19	Can prepare and perform a playscript using correct expression, volume and action.			
	<b>Non-fiction</b>			
20	Can use knowledge of texts and organisational devices to retrieve, record and discuss information from non-fiction texts, answering questions with the stem, 'According to the text, what is ...' or 'Find a copy a word/group of words that means'			
21	Can use a reference book to find information e.g. index.			
22	Shows understanding of what they have found in non-fiction books through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.			

**Durham Lane Primary School- Guided Reading Assessment: Year 6 Name:**

Children need opportunities to read an increasingly wide range of fiction, poetry, plays, non-fiction, reference and text books; including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.

They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects.

The following objectives should NOT be followed in any particular order and can be achieved during guided reading sessions, whole class reading activities or during independent tasks.

No.		1	2	3
	<b>Word Reading</b>			
	<b>Phonics and decoding</b>			
1	Can read fluently all Y5/ Y6, root words, prefixes, suffixes/word endings especially the following:-cious, tious sion, -tion, -cial, -tial,ant/-ance/-ancy, -ent/- ence/-ency,,			
2	To decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.			
	<b>Comprehension</b>			
	<b>Understanding and correcting inaccuracies</b>			
3	Can ask more in depth questions about word meanings and sentence construction independently to show that they have fully understood what they have read out loud or independently.			
4	Can answer a question that follows the term, 'according to the text' with a reason.			
5	Can select a correct statement from 4 choices, by making sense of what has been read.			
6	Can sequence five sentences in the order they appear in a text.			
	<b>Comparing, contrasting and commenting</b>			
7	Reads for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, literary heritage and books from other cultures and traditions.			
8	Can recognise and discuss more complex themes in what they read (such as loss or heroism).			
9	Can listen to guidance and feedback on the quality of their explanations and contributions to discussions and can make improvements when participating in discussions.			
10	Can draw out key information and to summarise the main ideas in a text independently and can select a summary sentence for part of a text, e.g. a chapter, paragraph.			
11	Can distinguish independently between statements of fact and opinion, providing reasoned justifications for their views, for example ticking statements in a table to demonstrate this.			
	<b>Words in context and authorial choice</b>			
12	Can analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.			
13	Can make suggestions for words that they don't know the meaning of, based on the context in which they are written.			
	<b>Inference and prediction</b>			
14	Can consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).			
15	Can discuss how characters change and develop through texts by drawing inferences based on indirect clues.			
	<b>Poetry and performance</b>			
16	Can confidently perform texts, poems learnt by heart, using a wide range of devices to engage the audience and for effect.			
17	In poetry, can select information from the text that summarises a verse.			
18	In poetry that is age appropriate, can find words or phrases that denote or convey a given feeling or mood.			
19	Can prepare and perform a complex playscript using correct expression, volume and action.			
	<b>Non-fiction</b>			
20	Can independently retrieve, record and present information from non-fiction texts. Explains understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.			
21	Can use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks).			
22	Can use non-fiction materials in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).			