



Willow Fields Primary School Assessment – READING BAND 5

Pupil Name _____

Class/Yr Group _____

	Reading	Comprehension	Inference	Text structure and organisation	Language for Effect	Themes and Conventions
	AF1 – Use a range of strategies, including accurate decoding of text, to read for meaning	AF2 – understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text	AF3 – deduce, infer or interpret information, events or ideas from texts	AF4 – identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level	AF5 – explain and comment on writers' use of language, including grammatical and literary features at word and sentence level	AF6/7 – identify and comment on writers' purpose and viewpoints and the overall effect of the text on the reader. Relate texts to their social, cultural and historical traditions
BAND 5	<p>Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1 both to read aloud and to understand the meaning of new words they meet</p> <p>Maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Maintain positive attitudes to reading and understanding of what they read by increasing their familiarity with a wide range of books, including: -Myth -legends -traditional stories -modern fiction -fiction from our literary heritage -other cultures and traditions</p> <p>Maintain positive attitudes to reading and understanding of what they have read by recommending books that they have read to their peers and giving reasons for their choices</p> <p>Maintain positive attitudes to reading and understanding of what they have read by preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that meaning is clear to the audience</p> <p>Participate in discussions about books building on theirs and others ideas and</p>	<p>Understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of new words in context</p> <p>Understand what they read by asking questions to improve their understanding</p> <p>Understand what they read in increasingly complex texts by predicting what might happen from details stated and implied</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>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</p> <p>Provide reasoned justifications for their views</p> <p>Retrieve, record and present information from non-fiction</p> <p>Learning a wider range of poetry by heart</p>	<p>Understand what they read by drawing inferences, such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence e.g. <i>'Sara's dad told lies to cover up what he had done; Sam's dad always told the truth even though he'd be in trouble'</i></p> <p>Make deductions based on textual evidence e.g. draw conclusions and find evidence to support their interpretation</p> <p>Distinguish between statements of fact and opinion e.g. <i>fictional and factual accounts of the Spanish Armada</i></p>	<p>Identify how language, structure and presentation contribute to meaning</p> <p>Clearly identify various features relating to organisation at text level, including form, with some explanation e.g. <i>'each section starts with a question as if he's answering the crowd'</i></p>	<p>Discuss and evaluate how authors use language, including figurative language and considering the impact on the reader e.g. <i>'when it get's to the climax they speak in short sentences which makes it more tense'</i></p> <p>Comment on the effect of writer's language choices e.g. <i>'the images of flowers make the events seem less horrific'</i></p> <p>Understand and use appropriate terminology to discuss texts e.g. -metaphor -simile -analogy -imagery -style -effect</p>	<p>Maintain positive attitudes to reading and understanding of what they have read by making comparisons within and across books e.g. <i>heroism such as Soloman Northup, Grace Darling and fictional characters</i></p> <p>Maintain positive attitudes to what they have read by identifying and discussing themes and conventions in a wide range of writing e.g. <i>narrative conventions in a range of genre, ballads, news reports</i></p> <p>Identify clearly the main purpose within and across a genre e.g. <i>'both pieces are about war but one author is strongly against war and wants to persuade the reader to agree'</i></p> <p>Demonstrate a general awareness of effect on the reader with explanation e.g. <i>'you would be persuaded to sign up because....'</i></p> <p>Comment on how the context in which texts are written and read contribute to meaning e.g. <i>how historical context influenced adverts or war reports from different times/places; or how a novel relates to when/where it was written</i></p>



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