

Standards in Reading: YEAR FIVE

**Taken from Chris Quigley's Depth of Learning and adapted for use by
Ashdene Primary School.**

Standard	Cognitive Challenge	Nature of Progress	Typically Pupils Will...	Predominant Teaching Style
Working Towards Expected Standard (WT)	Low level cognitive demand. Involves following instructions.	Acquiring	name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.	Modelling Explaining
Working at Expected Standard (WA)	Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.	Practising	apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.	Reminding Guiding
Exceeding/Working in Greater Depth	Cognitive demands are complex and abstract. Involves problems with multi-steps or more than one possible answer. Requires justification of answers.	Deepening Understanding	solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove.	Coaching Mentoring

Assessment criteria for Reading: YEAR FIVE

Note: Independently or 'without support' means – Choosing to by oneself not when asked.

Learning Objective	Key Indicator(s)	Working Towards The Expected Standard (WT) Some evidence of some of the WA indicators seen	Working At The Expected Standard (WA) Most of the following features will be seen	Exceeding The Expected Standard/Greater Depth (Exc) All of the following features will be seen
To read words accurately	Apply knowledge of root words, prefixes and suffixes.		Begins to apply a knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.	Generally, applies growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.
	Read age-appropriate books with confidence and fluency (including whole novels). [1]		Fluency is beginning to show.	Novels are read fluently. [1]
To understand texts	Recommend books to peers, giving reasons for choices.	The expected standard has not been met	Expresses a personal viewpoint and response to a text; giving simple reasons for choices. Sometimes refers to text when explaining views.	Expresses a personal viewpoint and response to a text, giving reasons for choices and recognising its effect on a reader. Refers to the text when explaining views.
To understand texts	Identify and discuss themes and conventions in and across a wide range	The expected standard has not been	With the support of a teacher, begins to identify main themes across a range of writing and is able	Generally, identifies main themes across a wide range of writing and is able to discuss them; using reference

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	of writing.	met	to discuss them; for example, loss and heroism. With the support of a teacher, begins to identify the conventions of different types of writing; such as, the use of the first person in writing diaries and autobiographies.	to the text(s); for example, loss and heroism. Identifies and discusses the conventions of different types of writing; such as, the use of the first person in writing diaries and autobiographies.
	Make comparisons within and across books. [9]		With the support of a teacher, begins to notice and discuss simple comparisons within and across books, for example, genre, theme and plot.	Generally, makes comparisons within and across books, for example, themes, genre, plot, characters setting and organisational devices etc.[9]
	Learn a wide range of poetry by heart.		Learns some poetry by heart in order to recite aloud. May need prompting throughout recital.	Learns a range of poetry by heart in order to recite aloud.
	Prepare 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. [2]		Begins to prepare and perform poems and plays aloud; showing some understanding of the text through intonation, tone, volume and action.	Prepares and performs poems and plays aloud; showing understanding of the text through intonation, tone, volume and action. Beginning to show an awareness of audience when preparing and performing. [2]
To understand texts	Check that the book makes sense, discussing understanding and exploring the meaning of words in context. [3]	The expected standard has not been met	When reminded, re-reads and reads ahead to determine meaning. Generally, uses knowledge of	Beginning to use a range of strategies to read appropriate texts fluently and accurately. Generally, applies spelling, grammar and punctuation knowledge to read

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			<p>known words to read unknown words.</p> <p>Begins to show that they understand what has been read by checking that the book makes sense to them.</p>	<p>confidently with appropriate phrasing and intonation.</p> <p>Generally, show that they understand what they read by checking that the book makes sense to them. [3]</p>
	<p>Ask questions to improve understanding.</p>		<p>Asks relevant questions to improve understanding.</p>	<p>Asks questions to improve understanding.</p> <p>Is able to generate questions about the text to improve understanding.</p>
	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. [4]</p>		<p>Begins to infer meaning using evidence from the text, but may need prompts to offer more in depth responses.</p>	<p>In responding to a range of texts, shows understanding of significant ideas, themes, events and characters, beginning to use inference and deduction.</p> <p>Refers to text when explaining views. [4]</p>
To understand texts	<p>Predict what might happen from details stated and implied. [5]</p>	<p>The expected standard has not been met</p>	<p>Uses knowledge of structure/content of a text in order to make or confirm predictions.</p>	<p>In a range of texts uses structure and/or content to make predictions; referring to the text to support views. [5]</p>
	<p>Summarise the main ideas drawn from</p>		<p>With the support of a teacher,</p>	<p>Generally, locates relevant</p>

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	<p>more than one paragraph, identifying key details that support the main ideas. [7]</p>		<p>locates relevant information in a text and draws out the key details to summarise the main ideas.</p>	<p>information in a text and draws out the key details to summarise the main ideas.</p> <p>Beginning to use quotes, or references to support response. [7]</p>
	<p>Identify how language, structure and presentation contribute to meaning.</p>		<p>Identifies features of different fiction genres, for example, science fiction, adventure, myths and legends etc.</p> <p>Identifies structure and language features of a range of non-fiction text types, for example, subtitles and headings in explanations and recounts and emotive language in persuasion.</p>	<p>Recognises and uses knowledge of structure and language features of both fiction and non-fiction text types in order to support understanding when reading.</p>
	<p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. [8]</p>		<p>Understands the difference between literal and figurative language. Begins to refer to language and theme when justifying their views.</p> <p>Comments on the effectiveness of the author's language to create mood and build tension.</p>	<p>Discusses and evaluates how authors use language and the impact on the reader.</p> <p>Generally, understands the difference between literal and figurative language. Comments on its effectiveness and its impact upon the reader.</p> <p>Identifies and describes style and technical terms of individual writers or poets; for example, metaphor, simile, analogy, imagery, style and effect. [8]</p>
<p>To understand texts</p>	<p>Retrieve and record information from non-fiction. [6]</p>	<p>The expected standard has not been met</p>	<p>Locates information in non-fiction texts by beginning to use appropriate skills; for example, non-fiction features such as headings and subtitles, skimming, scanning, text marking and by using ICT resources.</p> <p>Begins to record information</p>	<p>Quickly retrieves and records information from non-fiction, using the structure of the text to support. Uses skills of skimming, scanning and text marking to locate relevant information.</p> <p>Generally, records information</p>

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			appropriately.	from non-fiction text appropriately. [6]
	Participate in discussion about books, taking turns and listening and responding to what others say.		Participates in discussion about books, taking turns and responding to what others say. With prompts, can discuss personal viewpoints in response to a text. With the support of a teacher, refers to the text when explaining views.	Refers to text when explaining views and generally participates in discussion about books, taking turns and responding to what others say. Discusses personal viewpoints confidently in response to a text.
	Distinguish between statements of fact and opinion.		Begins to distinguish between statements of fact and opinion. For example, distinguishing between established facts and personal viewpoints.	Generally, distinguishes between statements of fact and opinion. For example, distinguishing between established facts and personal viewpoints.
	Provide reasoned justifications for views.		Begins to find reasons to justify a viewpoint.	Generally, is able to provide reasoned justifications for views and uses evidence to support.