

Year 5 (Greater Depth below)

Decoding	Comprehension	Inference	Language Features	Personal Responses	Wider Reading
<p>D3 I can maintain fluency and accuracy when reading complex sentences, with subordinate clauses.</p> <p>D2 I can respond to more sophisticated punctuation. Changing voice for direct speech, pausing for embedded clauses.</p> <p>D1 I can work out the pronunciation of homophones, using the context of the sentence.</p>	<p>C2 I can discuss complex narrative plots.</p> <p>How does this character link to the one in Chapter Two?</p> <p>How does the character change over the course of the book?</p> <p>C11 I can compare, contrast and evaluate features of non-fiction texts, such as bullet points, labels and diagrams.</p> <p>Is this an easy way of isolating information? Why did the author choose to use bullet points? How does the page layout encourage you to read on? Why is the text organised like this?</p>	<p>RD3 I can recognise different points of view and make up my own mind about an issue left deliberately vague by the author. Was this the right thing to do? What would you have done in this situation? Is there a right answer?</p> <p>RD2 I can draw information from different parts of the text to infer meaning. Can you explain why...? What decision did the character make early on that they might now regret? What has changed since Chapter One? What gives you the impression that...</p> <p>RD1 I can infer a character's moods, thoughts, feelings and attitudes using evidence from the text.</p> <p>How can we tell that Chloe is sulking? What has Tim decided to do? How do we know? What makes you think that?</p>	<p>L3 I can identify and describe the styles of individual writers and poets. What does this writer always do that marks them out?</p> <p>L2 I can identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose.</p> <p>Is this an effective simile? Why? What writers' tool is being used here? Is it effective? What image does it put in your head? Which character is described better? Why?</p> <p>L1 I can recognise language features of a range of non-fiction text-types that support understanding. How is the writer trying to persuade us here? Is this the truth or an opinion? How do we know?</p>	<p>R3 I am able to talk about themes in a story and recognise thematic links with other texts.</p> <p>Which other stories explore the issue of pride? Will this one end the same way?</p> <p>R2 I can recognise ways in which writers present issues and points of view in fiction and non-fiction texts.</p> <p>How many times has the writer mentioned the negative effects of air travel? What is the author trying to make us think? Do we sympathise with the character's viewpoint?</p> <p>R1 I can talk about the author's techniques for describing characters, settings and actions. How does the writer let us know what the character is like? What tools do they use? Are the two characters alike: how does the writer show this?</p>	<p>B3 I can compare the openings of a particular novels</p> <p>How is this similar to...? (The setting, character traits, vocabulary and layout.) Which other stories start with flashbacks/dreams... Is this as good as...? Which is better and why?</p> <p>B2 I can participate in discussions about books, building on my own and others' ideas and challenging views courteously. Do you think the story is a bit old-fashioned? Is this story still relevant?</p> <p>B1 I understand that texts reflect the time and culture in which they were written. Why is Treasure Island difficult to follow sometimes? What is happening to the children here that we no longer accept?</p>
<p>D3 I can read age-appropriate books with confidence and fluency (including whole novels). Including: novels, stories, plays, poetry, non-fiction and text books.</p> <p>D2 I can read aloud with intonation that shows understanding.</p> <p>D1 I can work out the meaning of words from the context. Find an unfamiliar technical word. Consider how it is used in this sentence. What do you think it means? Now that you have read (a section), do you understand why (a character) acted in the way they did?</p>	<p>C2 I can retrieve information from non-fiction. What evidence do you have to prove this? Find me three facts about.... Where would you look for information on...? How could you use the contents/index/glossary to help?</p> <p>C1 I can summarise main ideas, identifying key details and using quotations for illustration. What is the main idea in each paragraph? Which idea is the most important? What happened over the last three pages? You have twenty words: Sum up this paragraph. Make a table/chart to show the information in these paragraphs.</p>	<p>RD2 I can explain and discuss my understanding of what I have read, drawing inferences and justifying these with evidence.</p> <p>What do you think might happen to the main character and how will they feel about this? What makes you think this? Who would you like to meet in the story? Can you give a reason for your choice? Why did (a character) behave in this way?</p> <p>RD1 I can predict what might happen from details stated and implied. What do you think is going to happen? Based on what you know about (a character/event), how do you think the author will develop the story? Is the evidence from the text stated or implied?</p>	<p>L1 I can evaluate how authors use language, including figurative language, considering the impact on the reader. How does this title engage the reader? Give examples of the words chosen by the author to describe (a character) – are they effective? Does the author have a viewpoint on...? How does s/he show this?</p>		<p>B1 I can make comparisons within and across books. How do these books deal with the same theme? Do the approaches of the author differ? What can you say about the viewpoint of the authors?</p>

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<p>2b. Retrieve and record information/identify key details from fiction and non-fiction</p> <p>Write down three things you are told about *****.</p> <p>What was revealed at the end of the story? (tick one)</p> <p>Using information from the text, tick one box in each row to show whether each statement is true or false.</p> <table border="1" data-bbox="51 630 347 821"> <thead> <tr> <th></th> <th>True</th> <th>False</th> </tr> </thead> <tbody> <tr> <td>*****</td> <td></td> <td></td> </tr> <tr> <td>*****</td> <td></td> <td></td> </tr> <tr> <td>*****</td> <td></td> <td></td> </tr> <tr> <td>*****</td> <td></td> <td></td> </tr> </tbody> </table> <p>Look at the section headed:***** Complete the sentence below. (multiple choice)</p> <p>According to the text.....? (1 mark/ Give two ways. 2 marks)</p> <p>Number these facts about the life of the giant panda cub from 1-5 in the order in which they happen. The first one has been done for you.</p> <p>How do you know that.....? Give two ways.</p>		True	False	*****			*****			*****			*****			<p>2c. Summarise main ideas from more than one paragraph.</p> <p>Below are some summaries of different paragraphs from this text. Number them 1-6 to show the order in which they appear in the text. The first one has been done for you.</p> <p>Which statement is the best summary for the whole of page 5? (multiple choice)</p> <p>Look at the first 2 paragraphs. Which sentence below best describes the farmhouse? Tick one.</p> <p>2d. Make inferences /explain and justify inferences with evidence</p> <p>Look at page **.How can you tell that **?</p> <p>Look at the paragraph beginning: ** to the paragraph ending: **. What impressions of *** do you get from these two paragraphs? Give two.</p> <p>Look at the first paragraph, beginning: *** How do you know that ***?</p> <p>What evidence is there of/that **** Give two points.</p> <p>**** (extract from text – poss descriptive/figurative language?) Explain what this description suggests about *****</p> <p>In what ways might ***** appeal to many readers? Explain fully, referring to the text in your answer.</p> <p>According to the text, how did *****?</p> <p>The experience in the last line could best be described as... Tick one.</p> <p>The poet describes different stages of his life. Tick the two verses that are mainly about the poet's adult life.</p> <p>“quote” What else in the text tells us that....?</p> <p>What is one thing that did not change....?</p> <p>The poet describes This makes her sound big and powerful. What other impressions do you get? Give two impressions. (2 marks)</p> <p>Look at page 10. What impressions do you get of <i>character</i> at this point in the extract? Give two impressions, using evidence from the text to support your answer. (table, 3 marks)</p> <p>Using information from the text, tick one row to show whether each statement is a fact or an opinion.</p>	<p>2a.Give/Explain the meaning of words in context</p> <p>Look at the paragraph beginning: Find and copy one word meaning...</p> <p>(A sentence with one word highlighted) Which word most closely matches the meaning of the word *****/ Which of the following is closest in meaning to As it is used here? (table to tick or tick one)</p> <p>Look at the paragraph beginning: Find and copy one word that suggests.../ which shows that...</p> <p>Find and copy one word from page *** that tells you that ...</p> <p>Look at the paragraph beginning: What does the word ***** suggest about ...</p> <p>“quote” What does the word ***** mean in this sentence? (multiple choice)</p> <p>Give the meaning of the word/group of words ***** in this sentence:....</p> <p>Look at the second paragraph on pg 9. This means that... Tick one.</p> <p>“quote” What do the words <i>vividly recall</i> mean? (2 marks)</p>	<p>2e. Predict what might happen from details stated and implied.</p> <p>Do you think that ***** will ***** (link to likelihood of something happening/doing something in the future)?</p> <p>Tick one</p> <p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>Explain your choice fully, using evidence from the text.</p> <p>2f. Identify/explain how information/narrative content is related and contributes to meaning as a whole</p> <p>Draw lines to match each part of the story to the correct quotation from the text.</p>	<p>2h. Make comparisons within the text</p> <p>Look at page 4. According to the text, give one way that giant pandas are... a) similar to other bears b) different from other bears</p>
	True	False																	

