

Local Authority Teacher Moderation Framework at the end of Year 5 - Reading

Working towards the expected standard The pupil can:	SAMPLES					
	1	2	3	4	5	TE
<ul style="list-style-type: none"> Confidently make predictions about content, plot and characters, from stated details and implied details. 						
<ul style="list-style-type: none"> Recognise how different language, structures and presentations can affect the reader, persuasion, for example. 						
<ul style="list-style-type: none"> Make accurate inferences about plot and characters, from their actions and dialogue with specific evidence to back up their ideas 						
<ul style="list-style-type: none"> Extract information from more than one paragraph to support a view. 						
<ul style="list-style-type: none"> Scan across a whole text to identify several related details or pieces of information. 						
Working at the expected standard The pupil can:						
<ul style="list-style-type: none"> Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with relevant evidence. 						
<ul style="list-style-type: none"> Predict, with accuracy, what might happen from details stated and implied. 						
<ul style="list-style-type: none"> Retrieve relevant information from non-fiction with increasing confidence. 						
<ul style="list-style-type: none"> Identify how language, structure and presentation contribute to meaning, of a range of genres. 						
<ul style="list-style-type: none"> Summarise main ideas, identifying key details and using quotations for illustration. 						
<ul style="list-style-type: none"> Start to evaluate how authors use language, including figurative language, considering the impact on the reader. 						
<ul style="list-style-type: none"> Make comparisons within and across texts. 						
<ul style="list-style-type: none"> Begin to apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. 						
<ul style="list-style-type: none"> Read aloud with intonation and fluency that shows understanding of the material. 						
<ul style="list-style-type: none"> Work out the meaning of unfamiliar words from the context or using background knowledge. 						
Working at greater depth within the expected standard The pupil can:						
<ul style="list-style-type: none"> Show awareness of the author's purpose or view point. 						
<ul style="list-style-type: none"> Extract themes and conventions in and across a wide range of writing. 						
<ul style="list-style-type: none"> Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. 						
<ul style="list-style-type: none"> Distinguish between statements of fact and opinion and retrieve, record and present information from non-fiction. 						
<ul style="list-style-type: none"> 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. 						
<ul style="list-style-type: none"> Start to 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 and provide reasoned justifications for their views. 						
<ul style="list-style-type: none"> Ask questions to improve their understanding of more complex texts. 						
<ul style="list-style-type: none"> Read an increasingly wide range of books that are structured in different ways and for a range of purposes. 						