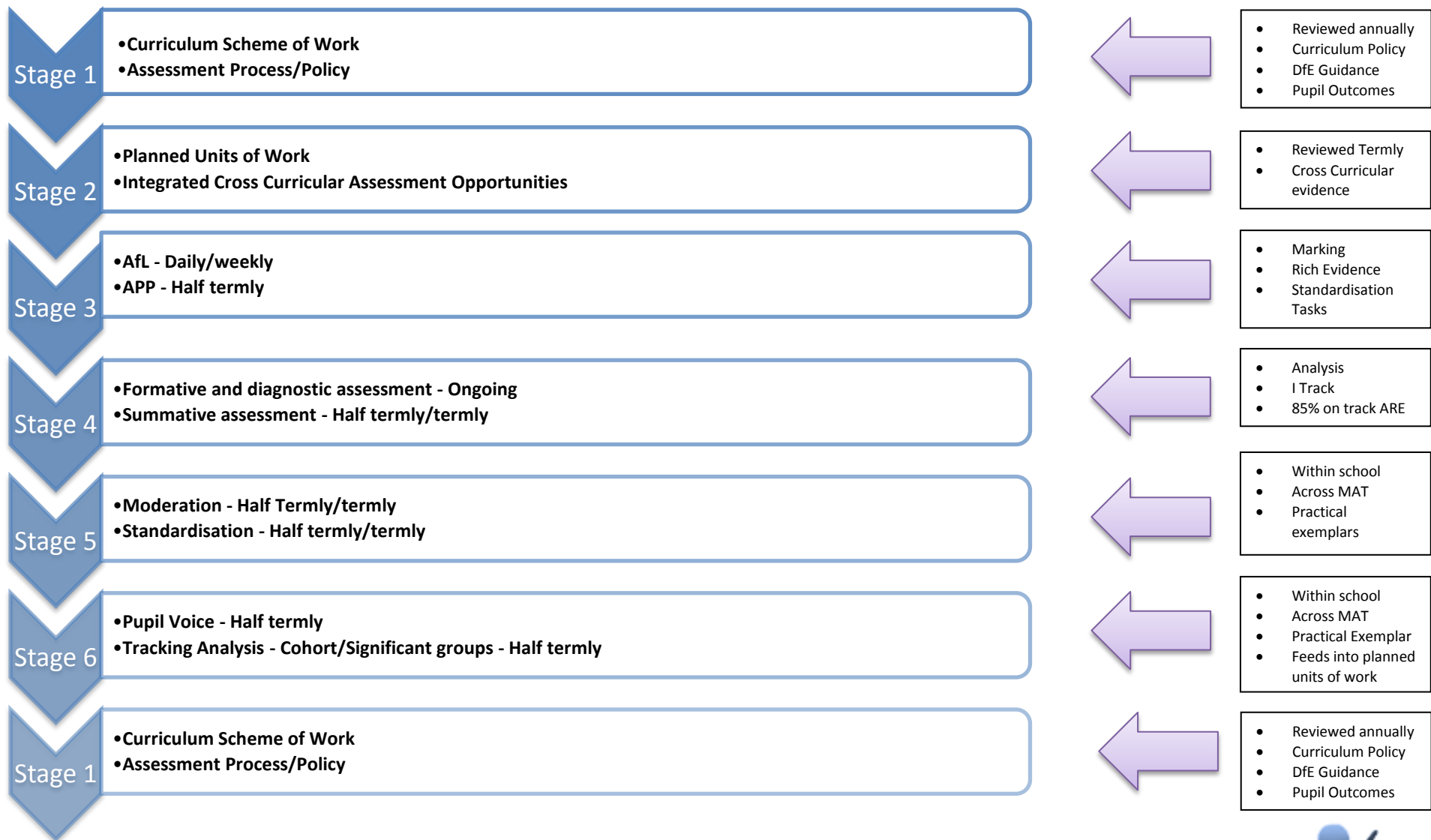




An Daras Multi Academy Trust

Assessing Pupil Progress – Reading (Y5)

Integrated Curriculum Scheme of Learning - 2015	
Document:	ADMAT Assessing Pupil Progress (APP)
National Curriculum Subjects:	Reading
Year Group:	Year 5
Agreed and Approved:	Sept 15
Leader In Year Review Dates:	Sept 16
Related Documents and Guidance:	National Curriculum 14/15 Dimensions Skill Ladders 14 English Scheme of Learning 15 Non-Negotiable 14 English Policy 15 Handwriting Policy 15 Assessment Policy 15 Marking Policy 15



ADMAT Year Group 5 Non-Negotiable Expectations	Key Concepts
Reading - Non-Negotiable	<ul style="list-style-type: none"> • Summarise main points of an argument or discussion within their reading & make up own mind about issue/s • Compare between two texts • Appreciate that people use bias in persuasive writing • Appreciate how two people may have a different view on the same event • Draw inferences and justify with evidence from the text • Vary voice for direct or indirect speech • Recognise clauses within sentences • Explain how and why a writer has used clauses to add information to a sentence • Use more than one source when carrying out research • Create a set of notes to summarise what has been read
Unlocking learning through Oracy - Non-Negotiable	<ul style="list-style-type: none"> • Talk and listen confidently in a wide range of contexts including some that are formal • Engage the interest of the listener by varying their expression and vocabulary • Adapt spoken language to the audience, purpose and context • Explain the effect of using different language for different purposes • Develop ideas and opinions with relevant detail • Express ideas and options justifying a point of view • Show understanding of the main points, significant details and implied meanings in a discussion • Listen carefully in discussions, make contributions and ask questions that are responsive to others' ideas and views • Begin to use Standard English in formal situations • Begin to use hypothetical language to consider more than one possible language or solution • Perform their own compositions using appropriate intonation and volume so that meaning is clear • Perform poems or plays from memory making careful choices how they convey ideas about characters and situations by adapting expression and tone • Understand and begin to select the appropriate register according to the context

ADMAT/ARE Year 5 Reading/Key Concepts (v2)					Pupil Name:				Term 1				Term 2				Term 3				Are Related Expectation Key:				NE = Not Enough Evidence EM = Emerging TI = Towards Independence EXP = Expected EXP+ = Expected Plus EXC = Exceeding																													
A/Decoding					B/Reading for pleasure				C/Prediction				D/Clarifying				E/Questioning				F/ Summarising				G/Language for effect				H/Themes and conventions																									
A1. Use a range of reading strategies to work out any unfamiliar word					B1. Make inference drawn from across and between texts and justify with evidence. Use PEE (Point, Evidence, Explanation) to support inferences Explain and discuss their understanding of what has been read, drawing inferences and justifying these with evidence.				C1. As B1				D1. As B1				E1. As B1				F1. As B1				G1. As B1				H1. As B1																									
EM	TI	EXP	EXC		EM	TI	EXP	EXC		EM	TI	EXP	EXC		EM	TI	EXP	EXC		EM	TI	EXP	EXC		EM	TI	EXP	EXC		EM	TI	EXP	EXC		EM	TI	EXP	EXC																
1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4						
A2. Read aloud and to perform, showing understanding through intonation, tone and volume so that meaning is clear to an audience					B2. Read a broader range of texts including those from literary heritage and more challenging texts Read age appropriate books with confidence and fluency				C2. Predict what might happen from details stated and implied based on: - themes - conventions - knowledge about the author - genres				D2. Give the meanings of words on context				E2. Ask and answer questions to improve understanding of themes and authorial intent				F2. Identify and summarise main ideas from across a text				G2. Discuss how the structural and presentational choices impact on meaning, theme and purpose				H2. Identify the themes and conventions of a range of texts																									
EM	TI	EXP	EXC		EM	TI	EXP	EXC		EM	TI	EXP	EXC		EM	TI	EXP	EXC		EM	TI	EXP	EXC		EM	TI	EXP	EXC		EM	TI	EXP	EXC		EM	TI	EXP	EXC		EM	TI	EXP	EXC											
1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4	
					B3. Recommend books they have read to their peers, giving reasons for their choice								D3. Explain and explore the meaning of words in context								F3. Identify key details that support main ideas				G3. Discuss and evaluate texts, commenting on writers' use of words, phrases and language features including figurative language				H3. Discuss/comment on themes and conventions in different genres and forms																									
EM	TI	EXP	EXC		EM	TI	EXP	EXC		EM	TI	EXP	EXC		EM	TI	EXP	EXC		EM	TI	EXP	EXC		EM	TI	EXP	EXC		EM	TI	EXP	EXC		EM	TI	EXP	EXC		EM	TI	EXP	EXC											
1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4						

	B4. Demonstrate continuous engagement with reading: - reading for sustained periods of time - complete a wider range of more challenging and lengthier books - engage actively in book discussions with and without adult support - respond to reading in a written form, beginning to develop a critical stance					D4. Distinguish between fact and opinion					F4. Retrieve and record key information from non-fiction					H4. Make comparisons and contrasts within and across books				
	EM	TI	EXP	EXC					EM	TI	EXP	EXC					EM	TI	EXP	EXC
	1	2	3	4					1	2	3	4					1	2	3	4
									D5. Clarify concepts and ideas at sentence, paragraph and whole text level											H5. Discuss viewpoints (both of the author and fictional characters), within a text and across more than one text
									EM	TI	EXP	EXC					EM	TI	EXP	EXC
									1	2	3	4					1	2	3	4
																				H6. Provide reasoned justifications for opinions about a book
																	EM	TI	EXP	EXC
																	1	2	3	4

Rich Evidence – Guidance Year 5	Autumn Term (Terms 1+2)	Spring Term (Terms 3+4)	Summer Term (Terms 5+6)
Formative	Independent Reading- 1:1 Book Bands Oral Comprehension Home/ School Reading Records Guided Reading Assessment Notes Written Response to reading. E.g.	Independent Reading- 1:1 Book Bands Oral Comprehension Home/ School Reading Records Guided Reading Assessment Notes Written Response to reading. E.g. Reading	Independent Reading- 1:1 Book Bands Oral Comprehension Home/ School Reading Records Guided Reading Assessment Notes Written Response to reading. E.g. Reading

	Reading menus Comprehension Activities Reading from Topic/ Cross Curricular Reading Independent and choice Reading (e.g. Homework/ Reading Time/Library) Research Reading in Other Subjects Reading in Role- Play Self- Initiated Reading	menus Comprehension Activities Reading from Topic/ Cross Curricular Reading Independent and choice Reading (e.g. Homework/ Reading Time/Library) Research Reading in Other Subjects Reading in Role- Play Self- Initiated Reading	menus Comprehension Activities Reading from Topic/ Cross Curricular Reading Independent and choice Reading (e.g. Homework/ Reading Time/Library) Research Reading in Other Subjects Reading in Role- Play Self- Initiated Reading
Summative	Comprehension Reading (1x half term minimum)	Comprehension Reading (1x half term minimum)	Comprehension Reading(1x half term minimum)