Name		Class of	

Reading: Planning & Assessment Y5			
Statements	6-11	12-17	18-21
Attainment	**Year 5 Emerging**	**Year 5 Developing**	**Year 5 Secure**

Y5 Reading- 21 statements and 8 KPIs				Date where evidence can be found		
1	Can work out the meaning of unknown words from the way they are used in context.		Inference			
2	Can understand and explain the function of sophisticated punctuation (; : - () and ' for possession).		Literal			
3	Can skim and scan non-fiction texts to speed up research.		Literal			
4	Can refer to the text to: support predictions and opinion; sum up what you find/discuss/think about; make your point/state your thoughts and ideas; find evidence in and/or around the text to support your views; clarify your thinking by elaborating on and justifying your views, using additional evidence and linking to wider knowledge/experiences.		Reader Response			
5	Can confidently identify the point of view of some texts and how this impacts on the reader.		Inference			
6	Can identify and discuss implicit and explicit point of view in some texts at an appropriate level.		Inference			
7	Can explain a character's motives throughout a story and use evidence from the text to back up opinions.		Inference			
8	Can explain the structural devices an author has used to organize a text (e.g. going beyond the superficially obvious in fiction, such as decisions about plot structure or flash forwards/backs; in non-fiction, looking at devices and decisions the writer has made in multi-genre texts).		Author Intent			
9	Can decide on the quality and usefulness of a range of texts and explain clearly to others.		Literal			
10	Can infer messages, moods, feelings and attitudes across a text in level-appropriate texts (e.g. how a message can be inferred through referring back to different points in the text where things have been implied).		Inference			
11	Can retrieve and collate key ideas and information from a range of sources.		Literal			
12	Can comment on the success of texts in provoking particular responses (e.g. anger, sadness).		Reader Response			
13	Can identify why a long-established novel may have retained its lasting appeal.		Reader Response			
14	Can recognise which character the writer wants the reader to like or dislike and what techniques are used to achieve this.		Author Intent			
15	Can discuss the difference between literal and figurative language and can discuss the effects of imagery.		Author Intent			
16	Can evaluate the success of a text providing evidence that refers to language, theme and style.		Author Intent			
17	Can sometimes recognise the use of irony and comment on the writer's intention (e.g. sarcasm, insincerity, mockery).		Author Intent			
18	Can explore texts to: support and justify predictions and opinions; sum up what you find/discuss/think about; make your point/ state your thoughts and ideas; find evidence in and/or around the text to support your views; clarify your thinking by elaborating on and justifying your views, using additional evidence and linking to wider knowledge/experiences.		Reader Response			
19	Can identify the purpose, audience and organization of different fiction/non-fiction texts and evaluate the success of each of these elements.		Author Intent			
20	Is beginning to evaluate how messages, moods, feelings and attitudes are conveyed in poetry, prose and non-fiction, making reference to the text.		Inference			
21	Can discuss the message a text has about our society, a particular culture, or traditions from the past.		Reader Response			