**Year 5 Reading Assessment – Fluency and Understanding**

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| **Aims:**   * **To assess current level of reading fluency (*fluency means that when the child is reading they read at a pace where they can recall details of what they have read*.)** * **To assess level of understanding of what has been read and whether clues from the text can be used to answer questions and justify opinions.** |

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| **Year 5 text – Who Let the Gods Out? By Maz Evans** |
| **https://authorfy.com/masterclasses/mazevans/ *then click on extract download “Who Let the Gods Out?”*** |
| After reading or listening to the first chapter ‘Lying Low’ the children were asked the following questions and their responses noted:  ***Who are the characters? What can you tell me about them?***  ***Why does the author use the word ‘normal’ four times in the first paragraph?***  ***Tell me in your own words what happened in the first chapter.***  ***What can you tell about the characters’ feelings from what you have read?***  ***What do you think is going to happen next? Explain why.*** |

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| ***This ‘mark scheme’ is NOT designed to give a ‘pass mark’ is much more valuable if the exercise is used to determine strengths and areas for development that will inform the child’s next steps in learning e.g. ‘the child is able to answer retrieval questions from a text that is read to them’ or ‘the child is able to answer retrieval and inferential questions in an age-related text that they have read independently.’*** | |
| **Question** | **Answer** |
| **Retrieval** | |
| 1. Which **three** words does Elliot use to describe school? | Annoying, boring and pointless |
| 1. What was the name of the Deputy Head and which subject did he lead? | Mr Boil Head of History |
| 1. What did Elliot do in assembly? | Fell asleep |
| **Inferential** | |
| 1. Had Elliot been in trouble before? How do you know? | Yes because it said it was normal he was in the head teacher’s office |
| 1. Why do you think the head master said ‘Call me Graham’? | Because he was trying to be friendly and get Elliot to talk to him |
| 1. Explain why the author describes Mr Boil’s hair as ‘held in place by hope alone.’ | Because he hasn’t got very much hair and it was a miracle that is was staying on his head. |
| **Speculative** | |
| 1. Elliot wore a pocket watch, unusual for a twelve year old and against school rules, so why do you think the watch was special to him? | Accept an answer that is plausible based upon the text in the **chapter 1 only.**  It should contain sufficient detail. Make an assessment based upon depending upon the complexity and detail linked to the body of the text |
| 1. Was detention a suitable punishment for Elliot? Explain why. |
| 1. Why do you think Elliot felt he had to keep what was happening at home a secret? |

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| **Assessing a child’s fluency and understanding (comprehension)** |
| Consider the child’s responses to the questions above together with your knowledge and understanding of the child’s performance in the classroom. |
| Below are the objectives from the National Curriculum which state what a child should demonstrate on a consistent basis by the end of Year 5. Work upon a **secure fit** model. This will enable the child to build upon firm foundations as they continue their learning journey. |

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| **Year 5 Reading Fluency** | | |
| **Working towards the expected standard** | **Working at the expected standard** | **Working at greater depth within the expected standard** |
| Sometimes listens to books, inside and outside school, for pleasure and information | Reads widely and frequently, inside and outside school, for pleasure and information. | A voracious reader who devours text, both for information and for pleasure. |
| Reads aloud poetry and books below an age-appropriate interest level with some degree of accuracy and pace. | Reads aloud a wide range of poetry and books at an age-appropriate interest level with accuracy and at a reasonable speaking pace. | |
|  | Reads with intonation and expression to show understanding. | |
| Still decoding words which impedes understanding and pronunciation. | Reads most words effortlessly and can work out how to pronounce unfamiliar written words, asking for help in determining meaning and pronunciation where necessary. | Tackles unfamiliar words effortlessly determining the meaning from the text or seeking the meaning independently from another source |
| **Year 5 Reading Comprehension** | | |
| **Working towards the expected standard** | **Working at the expected standard** | **Working at greater depth within the expected standard** |
| With support, draw inference. | Draw inference e.g. characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence | |
|  | Make predictions from details stated and implied | Make predictions from details stated and implied with reasoned explanation drawn from the text. |
| Struggles to retell familiar stories in their own words, needs prompting. | Summarise familiar stories in their own words. | Succinctly summarise stories by identifying the main points. |
| Still developing the ability to understand and assess the impact of language on the reader. | Discuss and evaluate how authors use language considering the impact on the reader. | Discuss and evaluate how authors use language to impact on the reader which translates to their own writing. |
|  | Distinguish between statements of fact and opinion | |
| Struggles to **retrieve, record and present** information from non-fiction. | **Retrieve, record and present** information from non-fiction | |
| Participates in discussion with support. | Explain and discuss understanding of text, including through formal presentations/debates, maintaining focus using notes where necessary,  providing reasoned justification for their views. | Take the lead in discussions giving justified reasons and opinions about books yet being respectful of the views of others. |