

Steps 28 to 33 Reading: Planning and Assessment from National Curriculum Upper Key Stage 2 Total Stars 75 8 KPIs for Step 33

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|---------------------------------|--------------------------|-----------------|-------------------|---------------|-----------------|-------------------|---|
| Step 27 must have been attained | Step | 28, Entering Y5 | 29, Developing Y5 | 30, Secure Y5 | 31, Entering Y5 | 32, Developing Y5 | 33, Secure Y5 |
| | Typical attainment time | Autumn Y5 | Spring Y5 | Summer Y5 | Autumn Y6 | Spring Y6 | Summer Y6 |
| | Stars routinely required | 10 | 20 | 30 | 40 | 50 | 60, including all underlined KPIs with 3 stars. |

The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes. For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable. Texts should be age-related, ie, if the grid is being used for a pupil working at curriculum year 5, texts should be Y5 appropriate.

Year 5 pupils would not typically reach the embedded stage during their Y5 year. All statements represent typical attainment at the end of key stage 2.

| Word Reading | ★ B | ★ P | ★ E | Comprehension | ★ B | ★ P | ★ E | |
|--|--------|--------|--------|--|--------|--------|--------|--|
| ❖ <u>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.</u> | | | | <p><i>Understand what they read by:</i></p> <ul style="list-style-type: none"> ❖ <u>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context;</u> ❖ asking questions to improve their understanding; ❖ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions; ❖ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; ❖ predicting what might happen from details stated and implied; ❖ summarising the main ideas drawn from more than one paragraph; ❖ <u>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas;</u> ❖ <u>identifying how language, structure and presentation contribute to meaning.</u> ❖ Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. ❖ Distinguish between statements of fact and opinion; ❖ <u>Retrieve, record and present information from non-fiction</u> ❖ <u>Participate in discussions about books that are read to them and those they can read for themselves;</u> ❖ 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; ❖ Explain and discuss their understanding of what they have read. ❖ 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 ❖ <u>Provide reasoned justifications for their views.</u> | | | | |
| Comprehension | ★ B | ★ P | ★ E | | | | | |
| <i>Maintain positive attitudes to reading and understanding of what they read by:</i> | | | | | | | | |
| ❖ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks; | | | | | | | | |
| ❖ reading books that are structured in different ways and reading for a range of purposes; | | | | | | | | |
| ❖ <u>increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions;</u> | | | | | | | | |
| ❖ recommending books that they have read to their peers, giving reasons for their choices; | | | | | | | | |
| ❖ identifying and discussing themes and conventions in and across a wide range of writing; | | | | | | | | |
| ❖ making comparisons within and across books; | | | | | | | | |
| ❖ learning a wider range of poetry by heart; | | | | | | | | |
| ❖ preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. | | | | | | | | |

★:B Beginning to ★ P Progressing ★ E Embedded