

Symphony Assessment System – English – Reading

**Bold = Performance Descriptors** which are **NON-NEGOTIABLES** and, other than in exceptional circumstances, deemed essential for a pupil to be assessed at that step

| Year Group            | Year 5 TAFs are in red type   |   |   |
|-----------------------|---|---|---|
| Point                 | 31  | 33  | 35  |
| Grade                 | 5C  | 5B  | 5A  |
| Assessment Milestone  | Step 1  | Step 2  | Achieved Y5<br><i>Refer to non-statutory guidance for exemplification</i>   |
| READING WORDS         | <ul style="list-style-type: none"> <li>Can read <b>some</b> of the Year 5/6 common exception words list (20 words approx)</li> </ul>  | <ul style="list-style-type: none"> <li><b>Demonstrates appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry, to make the meaning clear to the audience.</b></li> <li>Can understand and explain the function of punctuation ... ( ) – apostrophe for omission and possession and "" for direct speech.</li> <li><b>Can begin to work out the meaning of unknown words by the way they are used in context.</b></li> </ul>   | <ul style="list-style-type: none"> <li>Can read <b>approximately half</b> of common exception words list (50 words approx)</li> <li><b>Determines the meaning of new words by applying knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1</b></li> <li>Can understand and explain the function of <u>sophisticated</u> punctuation : ;</li> <li><b>Fluently and effortlessly reads a range of age appropriate texts including novels, stories, plays, poetry, non-fiction, reference and text books.</b></li> </ul>  |
| READING COMPREHENSION | <ul style="list-style-type: none"> <li><b>Demonstrates a positive attitude to reading by frequently reading for pleasure, both fiction and non-fiction</b></li> <li><b>Can compare the structure of different stories and discover how they differ in pace, build up, sequence, conflict and resolution</b></li> <li><b>Can compare and talk about the structures and features of a range of non-fiction texts</b></li> <li><b>Can discuss the work of some established authors and knows what is special about their work</b> (e.g. Julia Donaldson – rhyme, Michael Morpurgo – Animals/Cornwall/Isles of Scilly), Roald Dahl – fantasy/humour)</li> <li><b>Identify how language, structure, and presentation contribute to meaning</b></li> <li>Make comments supported by some generally relevant textual reference or quotation.</li> <li>Understand the difference between open and closed questions</li> </ul> | <ul style="list-style-type: none"> <li><b>Recommends books to others based on own reading preferences, giving reasons for choice</b></li> <li>Can make comparisons within books and identify features common to different texts or versions of the same text</li> <li><b>Identify themes and conventions in a wide range of books</b></li> <li>Identify some basic features of organisation at text level</li> <li><b>Can understand how figurative language (similes, metaphors, personification) creates images for the reader.</b></li> <li>Make accurate inferences but comments are not always rooted securely in the text or may repeat narrative or content</li> <li><b>In non-fiction, retrieve, record and present information to the reader</b> from a range of sources</li> <li>Identify the main purpose of the text; simple comments show some awareness of writer's viewpoint</li> <li><b>Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context</b></li> <li>Can explore alternatives that could have occurred in texts (e.g. <i>different endings</i>)</li> </ul> | <ul style="list-style-type: none"> <li>Can understand why a traditional tale, picture book or classic novel may have retained its lasting appeal or popularity across generations (e.g. <i>The Gingerbread Man, The Very Hungry Caterpillar, Oliver Twist</i>)</li> <li>Can comment on the quality and usefulness of a range of texts and explain clearly to others</li> <li>Can comment on the success of texts in provoking particular responses e.g. crying, laughter, sadness, anger</li> <li>Can recognise which character the writer wants the reader to like or dislike and the techniques used to achieve this</li> <li>Can identify the purpose, audience and organisation of different fiction/non-fiction texts and evaluate the success of each of these elements</li> <li>Can explain a characters' motive throughout a story and use evidence from the text to back up opinions</li> <li>With confidence can identify the view point of a text and how this impacts on the reader</li> <li><b>Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</b></li> <li><b>Identify main ideas drawn from more than one paragraph and summarise these using quotations for illustration</b></li> <li>Can refer to the text to support predictions and opinion (e.g. <i>summing up what has been found, stating thoughts, finding evidence, clarifying thinking, justifying views</i>)</li> <li>Can skim and scan non-fiction text <u>at speed</u> for research</li> </ul> |

