An Daras Multi Academy Trust
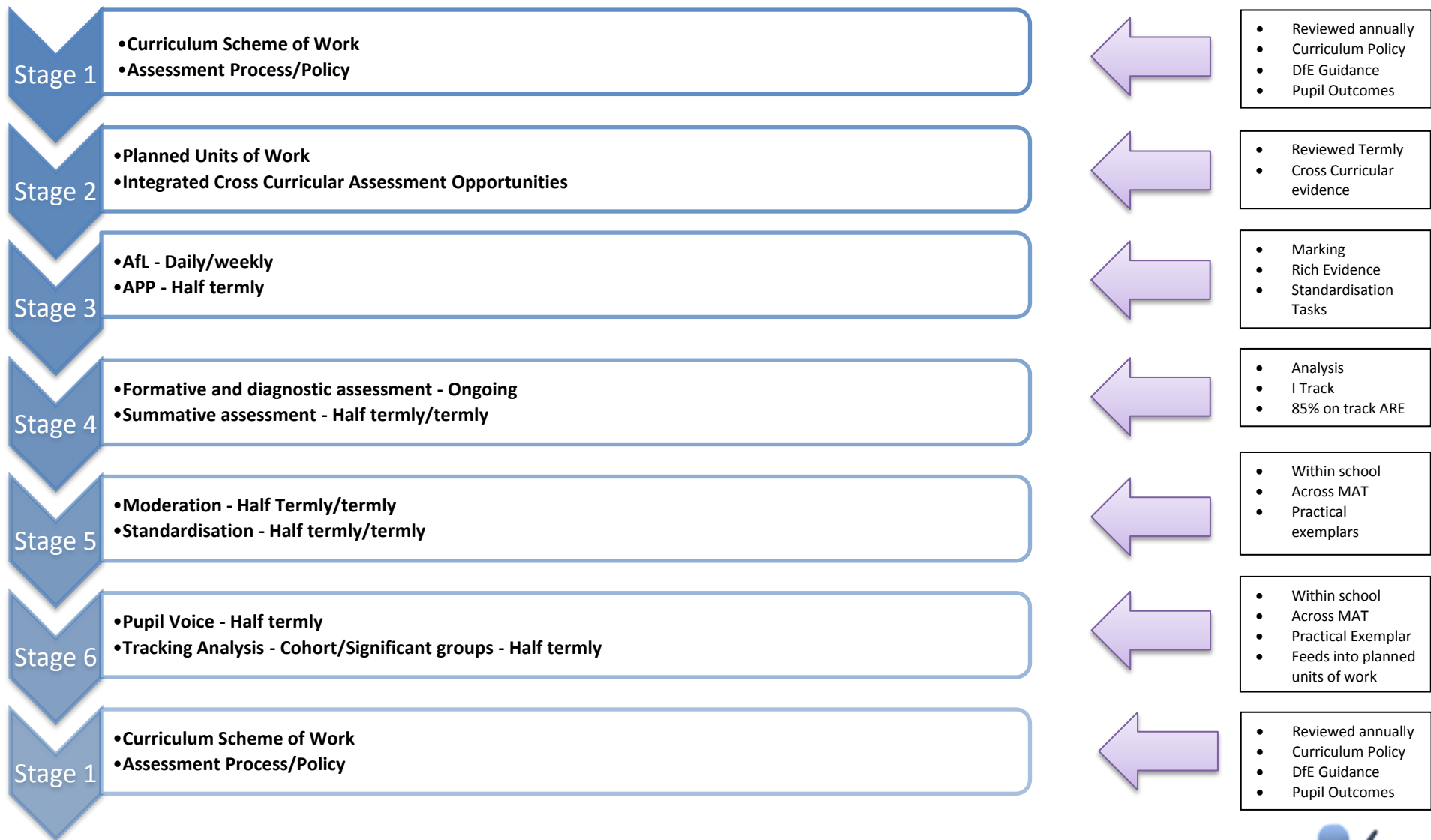## Assessing Pupil Progress – Reading (Y5)

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

Stage 1
- •Curriculum Scheme of Work
- •Assessment Process/Policy

- Reviewed annually
- Curriculum Policy
- DfE Guidance
- Pupil Outcomes

Stage 2
- •Planned Units of Work
- •Integrated Cross Curricular Assessment Opportunities

- Reviewed Termly
- Cross Curricular evidence

Stage 3
- •AfL - Daily/weekly
- •APP - Half termly

- Marking
- Rich Evidence
- Standardisation Tasks

Stage 4
- •Formative and diagnostic assessment - Ongoing
- •Summative assessment - Half termly/termly

- Analysis
- I Track
- 85% on track ARE

Stage 5
- •Moderation - Half Termly/termly
- •Standardisation - Half termly/termly

- Within school
- Across MAT
- Practical exemplars

Stage 6
- •Pupil Voice - Half termly
- •Tracking Analysis - Cohort/Significant groups - Half termly

- Within school
- Across MAT
- Practical Exemplar
- Feeds into planned units of work

Stage 1
- •Curriculum Scheme of Work
- •Assessment Process/Policy

- Reviewed annually
- Curriculum Policy
- DfE Guidance
- Pupil Outcomes

ADMAT Year Group 5 Non-Negotiable Expectations	Key Concepts
Reading - Non-Negotiable	- 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	- 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: Class Teacher:	Term 1 Aut1: Aut2:	Term 2 Sp1: Sp2:	Term 3 Sum1: Sum2:	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

| 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
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
				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 1	TI 2	EXP 3	EXC 4				EM 1	TI 2	EXP 3	EXC 4							EM 1	TI 2	EXP 3	EXC 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 1	TI 2	EXP 3	EXC 4							EM 1	TI 2	EXP 3	EXC 4

																		H6. Provide reasoned justifications for opinions about a book
																		EM 1	TI 2	EXP 3	EXC 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)