

Year 5 Target Tracker Assessment Criteria

Reading Question starters

Word Reading

1. Read aloud and understand the meaning of new words that he/she meets linked to the expectations of Year 5 spelling.

Comprehension

LITERAL

1. Understand ... by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context.
2. Understand ... by asking questions to improve his/her understanding of complex texts.
3. Distinguish between statements of fact and opinion.
4. Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously.

INFERENCE

1. Understand ... by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
2. Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied.

STRUCTURE

1. Retrieve, record and present information from non-fiction.

LANGUAGE FOR EFFECT

1. Maintain positive attitudes ... by identifying and discussing themes and conventions in writing.
2. Maintain positive attitudes ... by making comparisons within a book.
3. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

ATTITUDE

1. Maintain positive attitudes ... by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
2. Maintain positive attitudes... by increasing his/her 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.
3. Maintain positive attitudes ... by recommending books that he/she has read to his/her peers, giving reasons for his/her choices.
4. Maintain positive attitudes ... by 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.

Literal Question Starters

- Who are the main characters in the story?
What did the character say? What does this tell us about them?
Where is the story set? Can you describe the setting?
Can you find the part of the text/story that tells us that...?
What happens at the beginning/middle/end of the story?
Can you tell me three things to describe what the character is feeling when...?
What are some of the key words in the text that tell us about the setting / characters?
What have you found out about from reading this text? What are the main ideas?

Inference Question starters

- From your reading so far, what do you predict will happen next? How will it end?
What is this character like? Why do you think that?
What do you think...is thinking/feeling? What makes you think that?
Why do you think the character did...?
Do you think the character was being honest when they said...?
Look at the speech. What clues do they give us about the character's thoughts/feelings/actions?
What are we told about what the character is thinking? What clues are there?
(Non-fiction) How does this information help you answer the following question?
What do you think the main theme is? Why?

Structure Question starters

- How is the story/text organised? What are the different sections/parts?
What are the main features of this type of writing?
How is the text presented? Why? (E.g. sub-headings-bold-italics-bullet points, etc.)
How do the illustrations /diagrams/photographs support our understanding of the text?
How does the sentence structure affect the way we read this?
How does the punctuation in this sentence help us to read it?

Language for Effect Question starters

The author used the phrase... What do you think he meant by that?

Which words/phrases tell the reader that the main theme/idea is...?

Which words do you think are particularly effective?

What does this word tell us about the character/setting etc?

Which verbs/adverbs/adjectives/ have been used in this section?

What is the effect?

How does the dialogue help to move the story on?

What technical vocabulary has been used? How does this support you as a reader?

How is the atmosphere/mood conveyed in this text?

Why do you think the following have been used? Alliteration/ repetition/ varying sentence lengths /rhyme /similes /metaphors/ personification, etc.