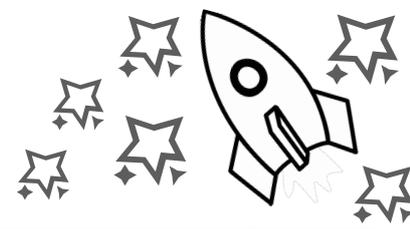


Achievement Statements

Year 5 Reading



Foundational Achievement Statements

Foundational Achievement Statements	Power Statement
I can apply a wide knowledge of prefixes, suffixes and root words to work out the meaning of unfamiliar words (See appendix in NC Programme of Study)	☆
I can locate and use information from a range of given sources, both fiction and non-fiction to investigate a question or topic	☆
I can recite poems with expression that enhances their meaning	
I can read at an age equivalent level of 10 years and 7 months or more (as measured on a normative test)	☆
I can read aloud a familiar text at my level at a rate of 120 words per minute	☆

Conceptual Achievement Statements

Conceptual Achievement Statements	Power Statement
I can recommend books to my friends, giving reasons for my choices	☆
I am able to skim materials to gain an overview of the text	☆
I can select and give the main points of an information text	☆
I can summarise key points when reading appropriate texts, showing understanding of the main significant ideas, themes, events and characters	☆
I can deduce from the evidence in the text what the characters are like and why they act as they do	
I can explain similarities and differences between different versions of a story or text	
I can give examples of ways in which words have been used figuratively to give a special effect	
I can say why a writer has chosen key words and phrases to capture the reader's interest	
I can say something about the way a writer describes characters that are not literal e.g. through details or the language used	
I can use a range of technical terms to describe what I read including metaphor, simile, analogy, imagery, style and effect	☆
I can give an antonym, a synonym and examples of their usage with a wide range of words	☆
I can point to ways an author has used language precisely to get across a point of view	
I can point to ways a writer sets out to persuade a reader	☆
I can point to features of a text that show bias in persuasive writing, including in articles and advertisements	
I can explain my thoughts and used points raised from two different perspectives to help clarify ideas e.g. on the one hand..on the other...	☆

The Progression of Evidence

The Progression of Evidence				
This objective has been TAUGHT.	Achieved with SUPPORT.	Achieved INDEPENDENTLY.	Shown in a CROSS-CURRICULAR piece of work.	INDEPENDENTLY APPLIED.