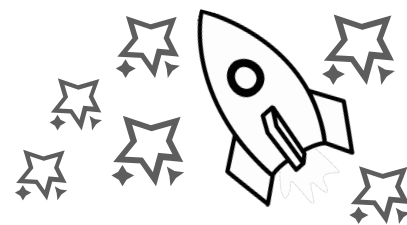


Achievement Statements

Year 5 Reading



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