

## Reading Rubric – Year 5 and 6

Levels and descriptors	Current Level	Purpose of feedback	Current Level	Purpose of feedback	Current Level	Purpose of feedback	Current Level
	Well below the national standard <i>Work shows lack of understanding of the key concepts covered in the lesson/session</i>	<i>Seeking clarification At this level most feedback will be purely functional because they need to acquire the basic knowledge base-verbal feedback and reteaching will be more effective</i>	Below the national standard <i>Work shows basic understanding but pupils are not linking their ideas together. They can carry out operations/ tasks but do not show an understanding of why or how things work</i>	<i>Building ideas At the unistructural level feedback will be mostly functional to address basic errors in understanding however you also need to begin to help them make links between the ideas</i>	Towards the national standard <i>Work shows good understanding of the key learning, they can explain how they have done something and some reasons but they are not using any prior knowledge and only giving limited examples</i>	<i>Adding, combining and evidencing Their functional knowledge should be increasingly secure and they should now be thinking about using and applying their ideas</i>	At the national standard <i>They can use the key learning with confidence, explain how and why they have done something give examples beyond their current work and are beginning to be able to justify their ideas</i>
<b>Decode</b> By Year 5&6 pupils should be able to decode confidently unless they have additional needs	I can: Read words that follow a conventional pattern based on my phonic knowledge Read common frequently used irregular words	<i>Can you: Explain what you could use to help you work it out  Explain how you could find out  Explain why you think that.</i>	I can: Read age appropriate texts aloud Decode new words that follow phonic rules Read a widening range of frequently used irregular words	<i>Can you: See if it is similar to other word/ words you know See a pattern Identify words that look the same but sound different/ look different but sound the same Think of any other words like this Find another word that means the same (simile)</i>	I can: Read aloud confidently a range of age appropriate texts Apply my phonic knowledge to decode new words Use the context of the text, root words, prefixes and suffixes to understand their meaning	<i>Can you: Describe how you might read a text based on what is happening Identify any new or unusual words in the text  Find any other words with this pattern / sound/ meaning</i>	I can: Read aloud with intonation that show understanding Apply my ever-growing knowledge of root words, prefixes and suffixes (Y5/6) to understand their meaning and read aloud.

<p><b>Understand vocabulary</b> This means understanding the words they are reading and in particular the meaning of words that are new to them. It also means learning to use the meaning of a sentence to work out what a word is</p>	<p>I can: <b>Sometimes use the context of a word within the text to work out its meaning</b> Talk about what I have read to increase my understanding of the text <b>Use a dictionary with support to check the meaning of new words</b></p>	<p><i>Can you:</i> <i>Say what you think it means and why</i></p> <p><i>Describe how to look something up in a dictionary – what do you need to look at first</i></p> <p><i>... and then</i></p>	<p><b>I can:</b> <b>Use the context of a word within the text to work out its meaning</b> Discuss interesting words and phrases to increase my understanding of the text <b>Use a dictionary to check the meaning of new words. Sometimes use my existing knowledge of different words (root, prefix, suffix) to help with understanding the meaning of new words</b></p>	<p><i>Can you:</i> <i>Explain how you worked out what this word means from the sentence</i></p> <p><i>Identify an unusual word or phrase in the text</i></p> <p><i>Explain how you worked out the meaning of the word from the root / suffix/ prefix</i></p> <p><i>Think of a better word</i></p>	<p><b>I can:</b> <b>Explain the meaning of words in context use this to increase my understanding</b> Identify and discuss words and phrases that interest me <b>Use a dictionary or thesaurus to check the meaning of new words.</b> <b>Use my existing knowledge of a range of different words (root, prefix, suffix) to help with understanding the meaning of new words</b></p>	<p><i>Can you:</i> <i>Identify any words you don't understand - explain how you will find out what they mean</i></p> <p><i>Explain why the writer has used this word/phrase</i></p> <p><i>Identify another word / simile for this word</i></p>	<p>I can: Discuss my understanding and explore the meaning words in context. Use a dictionary or thesaurus to check the meaning of new words and consider how I could use these words within my own writing. Apply my ever-growing knowledge of root words, prefixes and suffixes to understand the meaning of new words in a text. Explain how language structure and presentation all contribute to the meaning in texts I read. Recognise how authors use particular language which will have an impact on me, the reader.</p>
<p><b>Retrieve and</b></p>	<p><b>I can:</b></p>	<p><i>Can you:</i></p>	<p><b>I can:</b></p>	<p><i>Can you:</i></p>	<p><b>I can:</b></p>	<p><i>Can you:</i></p>	<p><b>I can:</b></p>

<p><b>summarise</b> This means to remember key facts and details of a story or some information and be able to talk about it in their own words</p>	<p><b>Retrieve and record some key facts from a non-fiction book using the pictures and text to help me. Identify the main ideas</b> Answer simple questions that relate directly to the text</p>	<p><i>Draw a picture to show how.... List some new facts that you have learnt about... Draw a series of pictures (storyboard) to show what happened in the story Explain what happened when ... List the key facts have you learnt about....</i></p>	<p><b>Retrieve and record information from non-fiction books.</b>  <b>Identify what the main ideas in a book are, from reading a number of paragraphs and summarise these</b></p>	<p><i>Formulate some questions that will help you find the information you need</i>  <i>Describe the key points in the story and explain why they are important</i>  <i>Describe what type of story is this and explain how you know</i></p>	<p><b>Ask questions to enable me to retrieve and record relevant information from non-fiction books.</b> Summarise the main ideas from more than one paragraph, identifying key details that support the main ideas. Provide reasoned justifications for my views about a text Present or debate on topics I have read about, using notes if necessary Ask questions about what I have read to further improve my understanding Distinguish between statements of fact and opinion.</p>	<p><i>Describe the process by which ... in your own words</i>  <i>Explain how you carried out your research</i>  <i>Write a blurb for the story – remember the key points you need to include</i></p>	<p><b>Identify the information I need, select appropriate texts and retrieve and record relevant information from non-fiction books.</b> Use non-fiction texts find out information use in my own writing Summarise key information from my reading, identifying key details that support the main ideas and make reference to the importance of these points drawing on evidence from the text <b>Provide reasoned justifications for my views about a text</b> Present or debate on topics I have read about and explain my views Ask questions about what I have read to further improve my understanding. Distinguish between statements of fact and opinion and explain my views.</p>
<b>Infer</b>	I can:	Can you:	<b>I can:</b>	<i>Can you:</i>	<b>I can:</b>	Can you:	<b>I can:</b>

<p>This means to be able to understand what people are thinking and the reasons why they act in a particular way even though the author may not always explain it fully</p>	<p><b>Identify the main character and talk about how they behave</b> Explain why something happened in the story</p>	<p><i>Identify all the main characters</i> <i>Describe each character</i> <i>Explain how their behaviour affects the story</i></p>	<p><b>List some key evidence from the text to support my inferences such as showing characters' feelings, and motives from their actions across the story.</b> <b>Identify some of the key themes in a text</b></p>	<p><i>Write a description of one of the key characters drawing on information within the text</i></p>	<p><b>Use evidence from different parts of the text to support my inferences such as showing characters' feelings, thoughts and motives from their actions across the story.</b> <b>Outline some of the key themes in a text</b></p>	<p><i>Explain which character you like best/ disliked/related to most and why</i></p>	<p><b>Analyse what I have read by identifying and drawing on inferences from with the text and justify my ideas with evidence from the text.</b> Identify and explain some of the key themes of the text</p>
<p><b>Predict</b> This means I can use my understanding of the events in a story (the plot) to consider what might happen next, or to a particular character or at the end of the story – it is not guessing but using evidence to <b>form a view</b></p>	<p>I can: <b>Predict what might happen next from what I have read</b></p>	<p><i>Can you:</i> <i>Explain what you think will happen at the end</i> <i>Explain why you think that</i></p>	<p>I can: <b>Predict what might happen at the end of the story from what I have read and give a reason for my prediction</b></p>	<p><i>Can you:</i> <i>If xx happened would that effect the ending</i> <i>Compare your prediction with what actually happened – in what ways were they similar and in what ways were they different</i></p>	<p>I can: <b>Make an accurate prediction of what might happen from what I have read and explain my reasoning</b></p>	<p><i>Can you:</i> <i>Compare your predictions with the rest of the group – identify any differences and discuss your thinking – have you changed your/their mind – if so explain why</i></p>	<p>I can: Predict what might happen from what I have read and from r understanding of the genre and can fully justify my views</p>
<p><b>Structure and organisation</b></p>	<p>I can: List some of the</p>	<p><i>Can you:</i> <i>Describe how the</i></p>	<p>I can: Explain some of the</p>	<p><i>Can you:</i> <i>Explain how the</i></p>	<p>I can: <b>Identify different</b></p>	<p><i>Can you:</i> <i>Compare the features</i></p>	<p>I can: Explain the key</p>

<p>This means how the book is organised so it is about the type of book (genre for example and adventure story) and also the plot or main events and in non-fiction books it's about how to find the information you need using the contents, index and glossary</p>	<p>key features of the book's layout that help the reader to identify the meaning Choose a book to give me the information I need Describe some of the features of a poem <b>I can talk about some different types of stories I have read</b></p>	<p><i>book's cover helps you select a book to read</i> <i>Describe the features of a non-fiction book that will help you find out the information you need</i> <i>Explain what we mean by rhyming in poetry.</i> <i>Describe the types of books you enjoy most and explain why</i></p>	<p>key features of the book's layout that help the reader to identify the meaning Choose from a range of books to give me the information I require  Recognise different types of poetry  <b>Identify different themes in a range of books I have read</b></p>	<p><i>way books are set out helps the reader to identify the meaning</i> <i>Explain how you would choose a non-fiction book if you needed information on .....</i>  <i>Describe the key features of this poem and identify some of the powerful vocabulary the writer has used</i> <i>Compare this book with other books you have read in this genre explain in what ways they are similar and in what ways they are different</i></p>	<p><b>themes and conventions in a wide range of books I have read</b> <b>Describe the features of different genres of stories I have read</b> Choose appropriately from a range of books that are set out differently to give me the information I require Describe the key features of different types of poetry I have read</p>	<p><i>of two contrasting genres of fiction – explain which one you prefer and why</i>  <i>Evaluate two different information books on the same subject – and explain which one is most useful</i>  <i>Explain what makes a poem different from a narrative text</i></p>	<p>features of an increasingly wide range of genre of fiction and non-fiction books. Make sense of and explain what I read, even though books are set out in different ways and are written for different purposes Participate in discussions about books I have read, or those that have been read to me by listening to others' ideas and challenge views appropriately if they differ from my own. Read a wide range of books with confidence and fluency including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p>
<p><b>Engagement</b> This means</p>	<p>I can: Enjoy being read</p>	<p><i>Can you:</i> <i>Explain why you</i></p>	<p>I can: Enjoy reading</p>	<p><i>Can you:</i> <i>Describe what sort</i></p>	<p>I can: Enjoy reading a wide</p>	<p><i>Can you:</i> <i>Describe which genres</i></p>	<p>I can: Read a wide range of</p>

<p>thinking about yourself as a reader – what do I enjoy and why. What else could I read that is similar or different?</p>	<p>to and like to read books with an adult Take turns when talking about the book we are reading Select books that interest me <b>Check what I am reading makes sense by talking about it</b> Ask questions to help me understand</p>	<p><i>chose this book</i> <i>Describe the best part of the story</i> <i>Read it on your own</i> <i>Tell me what happened when....</i> <i>Say if you agree with ....</i> <i>Explain why he/she/they did that</i> <i>Help him / her with that word</i></p>	<p>independently and to adult Take turns when discussing books that I have read, or had read to me Demonstrate that I have understood an increasingly wide range of books. I can select books that interest me and explain why <b>Check what I am reading makes sense and go back and correct myself if it does not</b></p>	<p><i>of books you enjoy reading</i> <i>Tell me what you would say to someone about this book if they hadn't read it</i> <i>Explain why you like / don't like this book / story</i>  <i>Explain what that word means and how you know</i></p>	<p>range of books independently and to an adult and will choose to read at home Make an informed selection and read both fiction and non-fiction for pleasure Read aloud with confidence when I am familiar with the text <b>Read independently or in a group and check what I am reading makes sense by discussing it with others</b></p>	<p><i>of fiction you most enjoy reading and explain why</i>  <i>Explain what you need to consider when you read aloud</i></p>	<p>books independently though I a selective about the genres of books I enjoy most. Recommend books to others and explain why they should read the Read aloud with confidence and enjoy reading plays and poems in class Use the key features of different genres of fiction to inform my own writing Read with assurance and am able to discuss my ideas confidently a group</p>
<p><b>Experiential learning</b> This means do I understand the setting for this story and in non-fiction do I understand where these facts fit into what I know already</p>	<p>I can: Describe different contexts Say how I feel in different situations Describe different emotions I can act out a response to a given stimulus</p>	<p><i>Can you:</i> <i>Say what is special or distinctive about this context</i> <i>Explain how the context affects how you feel</i> <i>Explain how you might behave if you felt like that</i> <i>Explain how you can show that feeling</i></p>	<p>I can: Recognise and describe a range of different features in a context I can describe how I feel different in different contexts or situations I can act out the feelings of a character in a given setting or situation</p>	<p><i>Can you:</i> <i>Describe what is distinctive about this context</i> <i>Explain how different contexts effect people's behaviour</i>  <i>Explain how behaving in a particular way causes others to respond</i></p>	<p>I can: Compare and contrast different contexts  Describe how a person's behaviour is determined by the context or situation they are in  Act out a character and respond to others in drama</p>	<p><i>Can you:</i> <i>Recall a book you have read that was set somewhere like this – what genre of book was it?</i>  <i>Consider what sort of story you might set in this context and explain why</i>  <i>Plan and act out a scene between ....</i></p>	<p>I can: Describe the features of a context that are likely to affect behaviour and explain why Make links between real-life context and similar ones in books have read Act out a given situation drawing on the behaviour of characters from books I have read</p>