

Year 5 Reading Progression Document



Decoding & Reading Fluency

- I can **scan** a text **confidently** to find the information I need. 2b
- I can **apply** my knowledge of the shape of **words and the origins** of words to read aloud.
- I can **decode most new words** outside my spoken vocabulary, making a good attempt at how the word is pronounced.
- I can tell if my reading of age-appropriate texts **makes sense** and I can **self-correct** when I misread.
- I can apply my growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.
- To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through **contextual cues**.
- I can read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.

VOCABULARY, GRAMMAR & STRUCTURE- Authorial Choice

- I can **identify structural and presentational features** and demonstrate understanding of how these help the reader draw meaning from the text. 2f
- I can **identify** interesting language, including **figurative language** the writer has chosen for impact and I can discuss and evaluate the impact on me as a reader. 2a,2b,2d,2g
- I can say how an author has **structured** their **non-fiction** writing. 2f
- I know why an author has chosen to use a **metaphor** & can explain this. 2a,2b,2d,2g
- I know how authors use **language** to make us **laugh**. 2a,2b,2d,2g
- I understand how **paragraphs** are **connected**. 2f, 2g,2h
- I can understand the structure of **complex sentences** when reading. 2a,2f,2g
- I can understand why the author has chosen to use **subordinate clauses** (especially **relative clauses**) or **short simple sentences** & explain what effect this has on the understanding, pace or atmosphere. 2a,2f,2g
- I can identify how the use of **modal verbs** or **adverbs of possibility** affect how definite something is. 2a, 2b,2d, 2f,2g
- I can identify **persuasive devices** such as: the tricolon, **superlatives**, **precise adjectives**, direct addressal, **modal verbs** & **imagery** and state what impact the author is trying to create. 2a, 2b,2d, 2f,2g
- I can identify, in non-fiction- where the author has tried to be **impartial or biased** & why this is. 2a 2b 2f
- I can identify why the author has used **parenthesis** & either , , - - or () to indicate this.
- I can identify where the author has used **colons, semi colons, hyphens or dashes** & explain why this is. 2b 2f 2g

RETRIEVAL, INFERENCE, PREDICTION, EXPLAIN, SUMMARISE & COMPARE

- I am **sampling a range** of authors, genres and cultures in my reading.
- I can participate in **discussion** about a widening range of longer and more challenging fiction, poetry, plays, non-fiction and reference books that I have read for myself
- I can give **evidence** from the text to support my view. 2b 2d
- I can ask myself **questions** to improve my understanding when independently reading age-appropriate texts.
- I can **distinguish** between **fact and opinion**. 2a,2b,2d,2g
- I can use knowledge of **texts and organisation devices** to retrieve, record and discuss information from fiction and non-fiction texts. 2b, 2f
- I can identify **questions** to be answered beforehand when reading non-fiction texts. I can use the specific features of non-fiction texts on paper and on screen to answer them. 2b
- I can **record information** in a form that makes sense and is useful to me and other people.
- I can draw **inferences** from characters' feelings, thoughts and motives. 2b 2d,2g

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<ul style="list-style-type: none">• I can use the text as evidence to support my opinions. 2b 2d
<ul style="list-style-type: none">• I can provide explanations for my evidence. 2b 2d
<ul style="list-style-type: none">• I can make predictions based on details stated and implied, justifying them in detail with evidence from the text. 2e
<ul style="list-style-type: none">• I can recognise and discuss themes and features in age-appropriate texts. 2f 2g 2h
<ul style="list-style-type: none">• I am becoming increasingly familiar with a wide range of age-appropriate books and can identify some genres. 2f 2g 2h
<ul style="list-style-type: none">• I can share my opinions about age-appropriate books I have read independently and make appropriate recommendations to my peers, giving reasons for my choices.
<ul style="list-style-type: none">• I can independently make comparisons within and between books, comparing characters, considering viewpoints of authors and of fictional characters. 2f 2g 2h
<ul style="list-style-type: none">• I can explain and discuss my understanding of what I have read, through formal presentations and debates. 2f 2g 2h
<ul style="list-style-type: none">• I can take part in discussions about books I have read or had read to me, taking turns, listening to and building on ideas, observing courtesies when challenging and being challenged.
<ul style="list-style-type: none">• I can prepare, read aloud and perform age-appropriate poems and play scripts showing my understanding of intonation, tone, volume.
<ul style="list-style-type: none">• I can learn by heart a wide range of age appropriate poetry by heart.