

Skills and Knowledge Progression

Reading: Year 5



At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. Even though pupils should now be able to independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex texts.

Standard	Working at the expected standard (emerging, developing, secure)				Working at greater depth within the expected standard
Word reading	1. apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet				
	2. read age-appropriate books with confidence and fluency				
Discussions about books	1. participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously				1. Pupils can discuss books in details, using reading scaffolds e.g. I think that... his is because... this shows/demonstrates...
	2. recommending books that they have read to their peers, giving reasons for their choices				
	3. continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks				
	4. learning a wider range of poetry by heart				
	5. increasing their 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				
	6. explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary				
	7. reading books that are structured in different ways and reading for a range of purposes				
2a. vocabulary and understanding	1. checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context				2. checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Requires pupils to locate the answer <u>within a paragraph or across the whole page.</u> Knowledge of complex word meanings and subject-specific technical language is required.
	2. asking questions to improve their understanding				

2b. key aspects and events	1. retrieve and record information from non-fiction				1. retrieve key details and quotations from fiction, non-fiction and poetry to demonstrate an understanding of character, events and information
2c. identification of main themes	1. identify and discussing themes and conventions in and across a wide range of writing				1. summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas on more complex texts
2d. inferences	1. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence				1. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Requires pupils to locate the answer <u>within a paragraph or across the whole page.</u> Explanations are detailed, using evidence form the text e.g. 3 mark questions/extended answers
2e. predictions	1. predicting what might happen from details stated and implied				1. predicting what might happen from details stated and implied Requires pupils to use evidence from the text
2f. sequences					
2g. language, structure and presentation	1. identifying how language, structure and presentation contribute to meaning				
2h. comparisons	2. make comparisons across texts that are accurate and appropriate				