

<b>YEAR 5</b>	<b>NATIONAL CURRICULUM EXPECTATIONS</b>		
READING SKILL 1-  <b>DECODING</b>	<ul style="list-style-type: none"> <li>• Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</li> <li>• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul>		
	<b>STEPS TO SUCCESS</b>		
	<b>WORKING TOWARDS</b>	<b>WORKING WITHIN</b>	<b>WORKING AT GREATER DEPTH</b>
	<ul style="list-style-type: none"> <li>• Read a range of appropriate texts fluently and accurately</li> <li>• Re-read and read ahead to look for clues to determine meaning</li> <li>• Use features to locate information e.g. contents, indices, subheadings etc.</li> <li>• Use knowledge of word formation and a more extensive range of prefixes and suffixes to construct the meaning of words in context</li> </ul>	<ul style="list-style-type: none"> <li>• Select and read a range of appropriate texts fluently and accurately</li> <li>• Use contextual knowledge to determine meaning</li> <li>• Understand how the meaning of sentences is shaped by punctuation, word order or connectives</li> <li>• Recognise and use a full range of prefixes and suffixes: auto... bi... trans... tele... circum... ...cian ...phone etc;</li> <li>• Respond to more sophisticated punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• Use knowledge of word derivations and word formation to construct the meaning of words in context</li> <li>• Know how to work out the pronunciation of homophones using the context of the sentence</li> <li>• Can recognise complex sentences</li> <li>• Can understand how the meaning of sentences is shaped by punctuation, word order or connectives</li> <li>• Understands how commas, connectives and full stops are used to join and separate clauses and uses them to maintain fluency and understanding when reading</li> <li>• Can apply knowledge of the different uses of the apostrophe to maintain understanding</li> </ul>
<b>YEAR 5</b>	<b>NATIONAL CURRICULUM EXPECTATIONS</b>		
READING SKILL 2-  <b>ORGANISATION &amp; RETRIEVAL</b>	<ul style="list-style-type: none"> <li>• Reading books that are structured in different ways and reading for a range of purposes</li> <li>• Distinguish between statements of fact and opinion</li> <li>• Retrieve, record and present information from non-fiction</li> <li>• Continuing to read and discuss an increasingly wide range of fiction, <ul style="list-style-type: none"> <li>• Summarising the main ideas drawn from more than one paragraph, poetry, plays, non-fiction and reference books or textbooks identifying key details that support the main ideas</li> </ul> </li> <li>• Asking questions to improve their understanding</li> </ul>		

	<b>STEPS TO SUCCESS</b>		
	<b>WORKING TOWARDS</b>	<b>WORKING WITHIN</b>	<b>WORKING AT GREATER DEPTH</b>
	<ul style="list-style-type: none"> <li>• Justify predictions by referring to the text</li> <li>• Locate information using skimming, scanning and text marking</li> <li>• Can extract information from non-fiction texts, using contents, index, chapters, headings and glossary appropriately</li> <li>• Can confidently use alphabetically ordered texts to find information</li> <li>• Start to refer to the text to justify opinions but may paraphrase rather than give direct quotes</li> <li>• Identify features of different fiction genres</li> <li>• Identify structures and grammatical features of non-fiction</li> <li>• Use an understanding of the structure of non-chronological reports and explanations to make predictions</li> <li>• Identify the features of some types of text, e.g. newspaper reports, non-chronological reports and ICT texts and use appropriate reading strategies, e.g. scrolling through an <b>ICT text</b></li> </ul>	<ul style="list-style-type: none"> <li>• Skim and scan to identify key ideas</li> <li>• Use knowledge of text structure to locate information</li> <li>• Justify opinions and elaborate by referring to the text</li> <li>• Show understanding of significant ideas, themes, events and characters</li> <li>• Can choose own reference sources for relevance of content</li> <li>• Knows what a key/index/contents list/glossary are for and uses them effectively</li> <li>• Identifies and comments on different points of view</li> <li>• Identify the features of explanation and persuasion texts</li> <li>• Is able to discuss plot, and beginning to recognise complications and how they are resolved</li> <li>• Is able to discuss the elements and purpose of different text structures</li> <li>• Is able to make critical comparisons between texts and evaluate their usefulness with reference to type of text</li> <li>• Identify features of different fiction genres.</li> <li>• Compare, contrast and evaluate different nonfiction texts</li> </ul>	<ul style="list-style-type: none"> <li>• Refer to the text to support predictions and opinions, although may still point to a general area rather than being specific</li> <li>• Skim, scan and text-mark to research quickly and efficiently</li> <li>• Can identify similarities and differences in the range of available dictionaries, thesauruses, etc. and evaluate their usefulness</li> <li>• Understand narrative order and chronology, tracking the passing of time in stories</li> <li>• Recognise texts that contain features from more than one genre. e.g. persuasive play script</li> <li>• Identify genre-specific phrases</li> <li>• Understand how paragraphs are linked</li> <li>• Use structural and organisational features of a range of text-types to support understanding</li> </ul>
<b>YEAR 5</b>	<b>NATIONAL CURRICULUM EXPECTATIONS</b>		
READING SKILL 3-	<ul style="list-style-type: none"> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• Predicting what might happen from details stated and implied</li> </ul>		

<b>READING DETECTIVE</b>	<ul style="list-style-type: none"> <li>• Identifying how language, structure and presentation contribute to meaning</li> <li>• Provide reasoned justifications for their views.</li> </ul>		
	<b>STEPS TO SUCCESS</b>		
	<b>WORKING TOWARDS</b>	<b>WORKING WITHIN</b>	<b>WORKING AT GREATER DEPTH</b>
	<ul style="list-style-type: none"> <li>• Distinguish between fact and opinion</li> <li>• Infer meaning using evidence from the text</li> <li>• Use clues from action, dialogue and description to establish meaning</li> <li>• Make reasoned judgements on characters' actions</li> <li>• Begins to justify predictions they make by referring to the text, rather than relying on imagining how they would feel in that situation</li> <li>• Begins to find meaning beyond the literal, for example, how impressions of people are conveyed through choice of detail and language</li> </ul>	<ul style="list-style-type: none"> <li>• Empathise with different characters' points of view</li> <li>• Infer meaning using evidence from the text and wider experiences.</li> <li>• Use clues from action, dialogue and description to interpret meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify implicit and explicit points of view</li> <li>• Discuss messages, moods, feelings and attitudes using inference and deduction.</li> <li>• Identify key points when reading an appropriate text, showing by their answers that they have read beyond the text</li> <li>• Begins to use inference and deduction based on implicit information drawn from different points in the text.</li> </ul>
<b>YEAR 5</b>	<b>NATIONAL CURRICULUM EXPECTATIONS</b>		
<b>READING SKILL 4-</b>  <b>WRITERS' USE OF LANGUAGE</b>	<ul style="list-style-type: none"> <li>• Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>		
	<b>STEPS TO SUCCESS</b>		
	<b>WORKING TOWARDS</b>	<b>WORKING WITHIN</b>	<b>WORKING AT GREATER DEPTH</b>
<ul style="list-style-type: none"> <li>• Comment upon the use of author's language</li> <li>• Know how suspense is built up in a story, including the development of the plot</li> <li>• Begin to discuss the effectiveness of language used to create a particular</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the use and effect of patterned language in text</li> <li>• Discusses the effectiveness and meaning of figurative language, used to create a particular effect</li> <li>• Comment upon the use and effect of author's language – 'She uses crept so that</li> </ul>	<ul style="list-style-type: none"> <li>• Know how style and vocabulary are linked to the purpose of the text, e.g. exaggerated writing in persuasive text</li> <li>• Identify and describe the styles of individual writers and</li> </ul>	

	effect (e.g. adjectives and adverbs for description)	you know he is moving slowly and quietly so that they do not get caught' • Find and comment on examples of how authors express different moods, feelings and attitudes	poets • Identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose • Use language features of a range of non-fiction text-types to support understanding
<b>YEAR 5</b>	<b>NATIONAL CURRICULUM EXPECTATIONS</b>		
READING SKILL 5-	• Identifying and discussing themes and conventions in and across a wide range of writing		
<b>PURPOSE &amp; IMPACT</b>	<b>STEPS TO SUCCESS</b>		
	<b>WORKING TOWARDS</b>	<b>WORKING WITHIN</b>	<b>WORKING AT GREATER DEPTH</b>
	• Comments identify the author's main purpose • Understand how the author wants the reader to respond	• Express personal response, although with limited awareness of the writers viewpoint or the effect on the reader	• Is able to talk about themes in a story and recognise thematic links with other texts • Can talk about the author's techniques for describing characters, settings and actions • Recognise ways in which writers present issues and points of view in fiction and non-fiction – 'he has only mentioned the bad points about air travel' • Comments show some awareness of the writer's viewpoint – 'It's all about going to the dentist and why it is important to look after your teeth'
<b>YEAR 5</b>	<b>NATIONAL CURRICULUM EXPECTATIONS</b>		

<p>READING SKILL 6-</p> <p><b>REAL READER!</b></p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Recommending books that they have read to their peers, giving reasons for their choices</li> <li>• Making comparisons within and across books</li> <li>• Learning a wider range of poetry by heart</li> <li>• 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</li> <li>• 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</li> </ul>		
<b>STEPS TO SUCCESS</b>			
<b>WORKING TOWARDS</b>		<b>WORKING WITHIN</b>	<b>WORKING AT GREATER DEPTH</b>
<ul style="list-style-type: none"> <li>• Makes connections between books by the same author – ‘Michael Morpurgo often starts his stories in the present but then goes back in time’</li> <li>• Recognise some features of the text that relate it to its historical setting or its social or cultural background – ‘Grandpa Chatterji wears a dhoti because he comes from India’</li> </ul>		<ul style="list-style-type: none"> <li>• Simple comments on how the reader’s or writer’s context makes a difference to the social, cultural or historical setting – ‘The island sounds really dangerous to us because we have not heard of these creatures’</li> </ul>	<ul style="list-style-type: none"> <li>• Can compare the openings of a particular novel with the beginnings of other novels read recently</li> <li>• Understand that texts reflect the time and culture in which they were written – Hound of the Baskervilles would have been very scary for Victorian readers’</li> </ul>