

Reading Progression – Year 5

Aspect of Reading	National Curriculum	Autumn Term	Spring Term	Summer Term	Greater Depth?
Decoding	<i>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in National Curriculum English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</i>	With support, begin to apply their knowledge root words, prefixes and suffixes to read aloud, working out unfamiliar words and sometimes making sense of new words.	Can usually apply their knowledge of morphology and etymology to read aloud, working out unfamiliar words and sometimes making sense of new words.	Read aloud and understand the meaning of new words, applying growing knowledge across a wide range of texts. Can decode most new words outside spoken vocabulary, making a good approximation of the word's pronunciation: <i>e.g. uses knowledge of 'obey' to read and understand obedient, obedience, disobedience, obediently.</i>	Can use morphology and etymology to approach new words confidently, finding meaning and pronouncing accurately.
Understanding and Comprehension	<i>Understand what they read by:</i> <i>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</i>	With support, monitor reading for sense and self-correct when they misread. Can sometimes explore how the same word can have different meanings in different contexts.	Usually monitor reading for sense and self-correct when they misread and can usually explore how the same word can have different meanings in different contexts.	Almost always monitor reading for sense and self-correct when they misread and can often explore how the same word can have different meanings in different contexts	As above including identifying a word from their reading and giving alternative meanings for it
	<i>Understand what they read by:</i> <i>Asking questions to improve their understanding</i>	Sometimes ask themselves questions to improve their understanding when independently reading age-appropriate texts	Often ask themselves questions to improve their understanding when independently reading age-appropriate texts:	Mostly able to ask themselves questions to improve their understanding when independently reading age-appropriate texts.	Can almost always ask themselves questions to improve their understanding when independently reading an age-appropriate texts.

Understanding and Comprehension	<i>Understand what they read by:</i> Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	With support, recognise the main ideas in paragraphs and can sometimes summarise the content of these.	Independently identify the main ideas in paragraphs and can usually summarise, including most of the main ideas in a series of sentences using their own words and key vocabulary from the text.	Identify the main ideas in paragraphs and can usually produce a succinct summary, paraphrasing the main ideas	Identify the main ideas in paragraphs and can precis information succinctly.
	Distinguish between statements of fact and opinion	Can sometimes distinguish between fact and opinion with support.	Can usually distinguish between fact and opinion	Can independently distinguish between fact and opinion: e.g. is able to identify that some statements are not backed up with evidence and others are.	Can confidently and consistently distinguish between fact and opinion.
	Retrieve, record and present information from non-fiction	With support, can use specific features of non-fiction texts on paper and on screen to answer questions. Can sometimes note key points and information.	Can use specific features of non-fiction texts on paper and on screen to answer questions. Can note key points and information.	Independently use specific features of non-fiction texts on paper and on screen to answer questions. Can record information in note form and other ways that is coherent to them and others.	Can almost always identify questions to be answered beforehand and use the specific features of non-fiction texts on paper and on screen to answer them. Almost always records information in a form that can be easily retrieved. Almost always presents information in ways that are coherent and useful to themselves and others.
Deduction, inference and interpretation.	Understand what they read by: Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence	Interprets text literally. With support, is beginning to draw inferences from their independent reading of age-appropriate texts and explain thinking, returning to text to support opinions when prompted	More confidently draw inferences from their independent reading and explains thinking by referring to text to support opinion.	Independently draw inferences from reading and justify opinions with evidence from the text	Draw inferences and support with evidence from across the text.
	Understand what they read by: Predicting	Sometimes read 'between the lines' and	Usually read 'between the lines' and draw on their	Can almost always read 'between the lines' and draw	Confidently and independently read 'between the lines' and

	<i>what might happen from details stated and implied</i>	draw on their experience of similar texts to predict what might happen next. Pupil can sometimes identifying clues the writer has planted for the reader.	experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader.	on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader.	draw on their experience of similar texts to predict what might happen next, usually identifying clues from the text
	<i>Provide reasoned justifications for their views</i>	Can give reasons for their opinions	Can sometimes justify their views, and use evidence to support them.	Independently justify views and use a wide range of evidence to support arguments.	Can justify their views with confidence.
Use of language	<i>Identifying how language, structure and presentation contribute to meaning</i>	With support, identify language, structural and presentational features and sometimes demonstrate their understanding of how these help the reader draw meaning from the text.	Can usually identify language, structural and presentational features and sometimes demonstrate their understanding of how these help the reader draw meaning from the text	Mostly able to identify distinctive language, structural and presentational features in reading and sometimes demonstrate their understanding of how these help the reader draw meaning from the text: e.g. can recognise organisational and language features of a range of non-fiction texts including explanation, balanced argument, persuasive argument.	Can almost always identify distinctive language, structural and presentational features in their independent reading of age-appropriate texts and demonstrate their understanding of how these help the reader draw meaning from the text. As above, including uses top tip, Did you know? Fact panels in non-fiction and can integrate meaning drawn from these with what they have learned from the main text.
Authorial Intent,	<i>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</i>	With support, identify language, including figurative language that the writer has chosen for impact.	Usually identify language, including figurative language that the writer has chosen for impact, and increasingly discuss and evaluate the impact on them as a reader	Independently identify language, including figurative language that the writer has chosen for impact, and increasingly discuss and evaluate the impact on them as a reader	Confidently and consistently identify language, including figurative language that the writer has chosen for impact and discuss and evaluate the impact on them as a reader

<p>purposes and effect of the text on the reader</p>	<p><i>Maintain positive attitudes to reading and understanding of what they read by: identifying and discussing themes and conventions in and across a wide range of writing</i></p>	<p>With support, recognise and discuss some themes and conventions in age-appropriate texts.</p>	<p>Can often recognise and discuss the themes and conventions used in a wide range of age-appropriate texts: e.g. heroism or loss and continuing to learn the conventions of different types of writing such as first person in autobiography.</p>	<p>Independently recognise and discuss the themes and conventions used in a wide range of age-appropriate texts: e.g. heroism or loss and continuing to learn the conventions of different types of writing such as first person in autobiography.</p>	<p>Confidently recognise and discuss the themes and conventions used in a wide range of age-appropriate texts.</p>
<p>Performance and Poetry</p>	<p><i>Maintain positive attitudes to reading & understanding of what they read by: Preparing poems & plays to read aloud & to perform, showing understanding through intonation, tone & volume so meaning is clear to an audience</i></p>	<p>With support, prepare, read aloud and perform age-appropriate poems and play scripts. Understanding of intonation, tone and volume is limited.</p>	<p>With support, prepare, read aloud and perform age-appropriate poems and play scripts with some understanding of intonation, tone and volume.</p>	<p>Prepare, read aloud and perform age-appropriate poems and play scripts showing understanding of intonation, tone and volume.</p>	<p>Confidently prepare, read aloud and perform age-appropriate poems and play scripts with some understanding of intonation, tone and volume.</p>
<p>Performance and Poetry</p>	<p><i>Maintain positive attitudes to reading and understanding of what they read by: Learning a wider range of poetry by heart</i></p>	<p>With support, learn a wide range of age-appropriate poetry by heart.</p>	<p>Learn a wide range of age-appropriate poetry by heart.</p>	<p>Select and learn by heart an increasing range of age-appropriate poems.</p>	<p>Select and learn by heart an increasing range of age-appropriate poems. Begin to learn more challenging poems.</p>
	<p><i>Maintain positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and</i></p>	<p>Familiar with a wide range of age-appropriate books and can name some.</p>	<p>Increasingly familiar with a wide range of age-appropriate books and can identify some genres: e.g. fantasy, adventure, comedy, science fiction.</p>	<p>Familiar with a range of age-appropriate books and can identify many genres</p>	<p>Familiar with a range of more challenging books</p>

Wider range of reading (including familiarity with texts)	<i>books from other cultures and traditions</i>				
	Recommending books that they have read to their peers, giving reasons for their choices	Can say what they like and dislike about a book. Can say why a book would be good to read.	Can usually share their opinions about books they have read independently and usually make appropriate recommendations to their peers	Can confidently share their opinions about books they have read independently and usually make appropriate recommendations to their peers	Can almost always share their opinions about books they have read independently and almost always make appropriate recommendations to their peers, giving reasons for their choices.
	<i>Maintain positive attitudes to reading and understanding of what they read by: making comparisons within and across books</i>	With support, make comparisons within and between books.	Begin to independently make comparisons within and between books, comparing characters, considering viewpoints of authors and of fictional characters	Can independently make comparisons within and between books, comparing characters, considering viewpoints of authors and of fictional characters	Confidently and consistently make comparisons within and between books
	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	With support, can recognise the key points to use in formal presentations and debates.	Can recognise the key points to use in formal presentations and debates. Begin to prepare points for conflicting opinions	Can give thorough explanations of their points and respond appropriately to conflicting opinions	Can present points clearly and thoroughly, taking into account likely conflicting opinions to minimise the impact of them
Wider range of reading (including	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	Begin to take part in discussions about books	Can sometimes take part in discussions about books they have read or had read to them. Can listen to other people's ideas and respond appropriately	Can mostly take part in discussions about books they have read or had read to them. Can listen to other people's ideas and respond appropriately	Can almost always take part in discussions about books they have read or had read to them, taking turns, listening to and building on ideas, observing courtesies when challenging and being challenged.
	<i>Maintain positive attitudes to reading and understanding of what they read by: reading</i>	Can read a range of books that are structured in different ways and for	Can read books that are structured differently for a range of purposes, with increasing independence:	Select and read books that are structured differently for a range of purposes, with independence: e.g. manga	Can routinely read a range of books for a range of purpose

familiarity with texts)	<i>books that are structured in different ways and reading for a range of purposes</i>	a range of purposes, with support.	e.g. manga and graphic novels, comical history series.	and graphic novels, comical history series.	
	<i>Maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</i>	Can read and discuss a widening range of fiction and non-fiction, sometimes expressing and justifying preferences, with support.	Participate more confidently in discussion about a widening range of longer and more challenging fiction, poetry, plays, non-fiction and reference books that they have read for themselves, expressing views and preferences.	Participate in discussion about a widening range of longer and more challenging fiction, poetry, plays, non-fiction and reference books that they have read for themselves, expressing views and preferences, justifying them by reference to the text, drawing on, comparing and contrasting examples.	Read and discuss a widening range of fiction and non-fiction including unfamiliar texts and whole books