

Children should be able to achieve the following statements within a Y5 appropriate text

Year 5 - Autumn	Year 5 - Spring	Year 5 - Summer
Expected Standard		
Word Reading	Word Reading	Word Reading
<ul style="list-style-type: none"> <li>Read age appropriately as evidenced by: Bookband;</li> <li>Read age appropriately Salford test within 3 months of chronological age;</li> <li>Read age appropriately last standardised test</li> <li>Read age appropriate books – see list</li> <li>Be able to apply a growing knowledge of root words, prefixes and suffixes (morphology and etymology) as listed in Appendix 1 of the English national curriculum document, both to read aloud and to understand the meaning of new words</li> </ul>	<ul style="list-style-type: none"> <li>Read age appropriately as evidenced by: Bookband;</li> <li>Read age appropriately Salford test within 3 months of chronological age;</li> <li>Read age appropriately last standardised test</li> <li>Read age appropriate books – see list</li> <li>Be able to apply a growing knowledge of root words, prefixes and suffixes (morphology and etymology) as listed in Appendix 1 of the English national curriculum document, both to read aloud and to understand the meaning of new words</li> </ul>	<ul style="list-style-type: none"> <li>Read age appropriately as evidenced by: Bookband;</li> <li>Read age appropriately Salford test within 3 months of chronological age;</li> <li>Read age appropriately last standardised test</li> <li>Read age appropriate books – see list</li> <li>Be able to apply a growing knowledge of root words, prefixes and suffixes (morphology and etymology) as listed in Appendix 1 of the English national curriculum document, both to read aloud and to understand the meaning of new words</li> </ul>
Comprehension	Comprehension	Comprehension
<ul style="list-style-type: none"> <li>Ask relevant questions about a familiar text</li> <li>Look at the organisation of a variety of texts, explaining the overall effect of the presentational features in a familiar text</li> </ul> <p><b>Self-Monitoring</b></p> <ul style="list-style-type: none"> <li>Read aloud with intonation that shows understanding</li> </ul> <p><b>Prediction</b></p> <ul style="list-style-type: none"> <li>Predict what might happen from details stated and implied in a Y5 text (GD – with detailed reasoned justifications)</li> </ul> <p><b>Inference</b></p> <ul style="list-style-type: none"> <li>Draw and justify inference such as inferring character’s feeling thoughts and motives from their actions in a familiar Y5 text</li> <li>Distinguish between statements of fact and opinion in a Y5 text in a familiar text</li> <li>Compare characters within a text, discussing their viewpoints and justifying views with evidence in a familiar text</li> </ul> <p><b>Retrieval</b></p> <ul style="list-style-type: none"> <li>Retrieve, precisely record and present information from a Y5 text in a familiar text</li> </ul> <p><b>Summary</b></p> <ul style="list-style-type: none"> <li>Summarise the main ideas from across a Y5 familiar text</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Work out the meaning of ambitious words in Y5 texts from the context</li> <li>Evaluate how authors use individual words and phrases, including figurative language in a familiar text</li> <li>Discuss and evaluate how authors use language, including figurative language, including but not limited to similes metaphors, personification, hyperbole and onomatopoeia in a familiar text</li> </ul> <p><b>Literary Conventions &amp; Themes</b></p> <ul style="list-style-type: none"> <li>Identify themes within a text</li> <li>Identify and discuss text conventions within a text (TBC)</li> </ul>	<ul style="list-style-type: none"> <li>Begin to ask relevant questions about a text read independently</li> <li>Begin to look at the organisation of a variety of texts, explaining the overall effect of the presentational features in a Y5 text read independently</li> </ul> <p><b>Self-Monitoring</b></p> <ul style="list-style-type: none"> <li>Read aloud with intonation that shows understanding</li> </ul> <p><b>Prediction</b></p> <ul style="list-style-type: none"> <li>Predict what might happen from details stated and implied (GD – with detailed reasoned justifications)</li> </ul> <p><b>Inference</b></p> <ul style="list-style-type: none"> <li>Begin draw and justify inference such as inferring character’s feeling thoughts and motives from their actions in a Y5 text read independently</li> <li>Begin to distinguish between statements of fact and opinion in a Y5 text read independently</li> <li>Begin to compare characters within a text, discussing their viewpoints and justifying views with evidence in a Y5 text read independently</li> </ul> <p><b>Retrieval</b></p> <ul style="list-style-type: none"> <li>Begin to retrieve, precisely record and present information from a Y5 text read independently</li> </ul> <p><b>Summary</b></p> <ul style="list-style-type: none"> <li>Begin to summarise the main ideas from across a Y5 text read independently</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Work out the meaning of ambitious words in Y6 texts from the context</li> <li>Begin to evaluate how authors use individual words and phrases, including figurative language in a Y5 text read independently</li> <li>Begin to discuss and evaluate how authors use language, including figurative language, including but not limited to similes metaphors, personification, hyperbole and onomatopoeia in a Y5 text read independently</li> </ul> <p><b>Literary Conventions &amp; Themes</b></p> <ul style="list-style-type: none"> <li>Identify themes within a text (GD a wide, ‘evaluate’)</li> <li>Identify and discuss text conventions within a text (TBC)</li> </ul>	<ul style="list-style-type: none"> <li>Ask relevant questions about a text, beginning to identify when an author leaves something unexplained</li> <li>Look at the organisation of a variety of texts, explaining the overall effect of the presentational features</li> </ul> <p><b>Self-Monitoring</b></p> <ul style="list-style-type: none"> <li>Read aloud with intonation that shows understanding</li> </ul> <p><b>Prediction</b></p> <ul style="list-style-type: none"> <li>Predict what might happen from details stated and implied (GD – with detailed reasoned justifications)</li> </ul> <p><b>Inference</b></p> <ul style="list-style-type: none"> <li>Draw and justify inference such as inferring character’s feeling thoughts and motives from their actions in a Y5 text read independently</li> <li>Distinguish between statements of fact and opinion in a Y5 text read independently</li> <li>Compare characters within a text, discussing their viewpoints and justifying views with evidence independently</li> </ul> <p><b>Retrieval</b></p> <ul style="list-style-type: none"> <li>Retrieve, precisely record and present information from a Y5 text</li> </ul> <p><b>Summary</b></p> <ul style="list-style-type: none"> <li>Summarise the main ideas from across a Y5 text</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Work out the meaning of ambitious words in Y5 texts from the context</li> <li>Evaluate how authors use individual words and phrases, including figurative language</li> <li>Discuss and evaluate how authors use language, including figurative language, including but not limited to similes metaphors, personification, hyperbole and onomatopoeia</li> </ul> <p><b>Literary Conventions &amp; Themes</b></p> <ul style="list-style-type: none"> <li>Identify themes in and across a range of writing (GD a wide, ‘evaluate’)</li> <li>Identify and discuss text conventions in and across a wide range of texts (TBC)</li> </ul>
Greater Depth		
<ul style="list-style-type: none"> <li>Obtains high score in standardised test</li> <li>Reads for pleasure as evidenced by a wide and broad range of texts</li> </ul>	<ul style="list-style-type: none"> <li>Obtains high score in standardised test</li> <li>Reads for pleasure as evidenced by a wide and broad range of texts</li> </ul>	<ul style="list-style-type: none"> <li>Obtains high score in standardised test</li> <li>Reads for pleasure as evidenced by a wide and broad range of texts</li> </ul>