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| **Year 5 - Reading Progression** | |
| **Word Reading:**   * 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 | |
| **Fluency:**   * to be able to read a wide range of age appropriate texts (fiction, poetry and plays, non-fiction, reference or text books)   + with expression     - beginning to consistently use expression through varied intonation, volume and tone to match meaning     - reads with confidence     - is natural sounding and easy to understand   + with automatic word recognition     - reads nearly all words automatically and effortlessly     - uses a pace that is consistently conversational and appropriate for the nature of the text     - reads at least 140 words correct per minute   + with rhythm and phrasing (phrasing/chunking and pausing)     - beginning to read primarily in phrases, chunks and sentence units     - pays attention to intonation and pauses at punctuation consistently and accurately most of the time   + with smoothness (accuracy and self-correcting)     - reads nearly all words accurately     - reads smoothly, with minimal hesitations most of the time     - has very few word and structure difficulties and corrects quickly | |
| **Term 1 – Change for the Better**  Text Focus – Archaic (texts that have vocabulary or syntax that is not used nowadays – over 50 years old at least)  Beowulf – Michael Morpurgo  Stormbreaker – Anthony Horrowitz | **Comprehension (Focus Skill – Retrieve)**   * Retrieving and recording information from non-fiction texts * Distinguishing between statements of fact and opinion * Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context * Explaining and discussing their understanding of what they have read   + Use background knowledge or information about the topic or text type to establish expectations about a text. Compare what is read to what is expected.   + To identify aspects of a text they are not clear about.   + Locate information accurately through skimming and scanning to gain an overall sense of the text. Scan a text to gain specific information. Use the skills of skimming and scanning to identify sections of the text to read more carefully and re-read/read on as appropriate.   + Annotate a text to identify key information or identify elements they don’t understand or want to revisit or explore further.   + Use different formats to capture, record and explain information about what they have read e.g. flow charts, for and against columns, matrices and charts of significant information.   + Evaluate a book or section of it, referring to details and examples in a text to back up their judgement and support their reasoning. Identify and summarise evidence from a text to support a hypothesis.   + Establish what is known about characters, events and ideas in narrative and non-fiction texts, retrieving details and examples from the text to back up their understanding or argument. Locate information confidently and efficiently, using the full range of features of the information text being read, including information presented graphically.   + Ask questions to clarify their understanding of words, phrases, events and ideas inn different texts.   + Locate information confidently and efficiently, using the full range of features of the information text being read, including information presented graphically. Use different formats to capture, record and explain information about what they have read e.g. flow charts, for and against columns, matrices and charts of significant information.   + Apply the range of reading of reading strategies to reading information texts i) thinking about what they already know; ii) skimming to gain an overall sense of the text; iii) scanning to locate specific information; iv) close reading to develop understanding; v) text marking |
| **Term 2 – What Have They Taught Us?**  Text Focus – Narratively Complex (have an unreliable, multiple or non-human narrators which often create multiple plot-lines or alternative view points)  Around the World in 80 Days – Jules Verne  War Horse – Michael Morpurgo | **Comprehension (Focus Skill –Inference)**   * Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence * identifying themes and conventions in and across a wide range of writing * providing reasoned justifications for their views * Evaluate a book or section of it, referring to details and examples in a text to back up their judgement and support their reasoning. Identify and summarise evidence from a text to support a hypothesis. * Note key points of what has been read and use these as the basis of follow up discussion if appropriate. * Understand what is implied about characters, and make judgements about their motivations and attitudes from the dialogue and descriptions. * Identify and discuss idiomatic phrases, expressions and comparisons (metaphors, similes and embedded metaphors) met in texts, considering why authors might have used them. Consider the language used in a text and pick up on the implications and associations being made by the writer. * Recognise where they don’t understand why something happens in a text and ask questions to clarify their understanding. * Link what they have just read to what they know (prior knowledge and experience), their knowledge of texts, and what they have read in previous sections, to make inferences and deductions. |
| **Term 3 – Where Would We Be Without Water?**  Text Focus – Non-Linear ( have timelines that can be complex to follow as the events are not written in order)  Cosmic – Frank Cottrell-Boyce | **Comprehension (Focus Skill – Prediction and Summarising)**   * Predicting what might happen from details stated and implied * Make regular and increasingly plausible predictions as they read, modifying their ideas as they read the next part of the text. * Learn to anticipate events based on their own experience, what has been read so far and knowledge of other similar texts. Discuss the plausibility of their predictions and the reason for them. * Identifying and discussing themes and conventions in and across a wide range of writing * summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas * recommending books that they have read to their peers, giving reasons for their choices * participating in discussions about books, building on their own and others’ ideas and challenging views courteously * explaining and discussing their understanding of what they have read, including through formal presentations and debates * Make regular, brief summaries of what they’ve read, identifying key points. Summarise a complete short text or substantial section of text. Summarise what is known about a character, event or topic. * Summarise their current understanding at regular intervals when reading an extended text. |
| **Term 4 – Healthy Body, Healthy Minds**  Text Focus – Figurative/Symbolic ( have language that often conveys a moral or political message)  Pig Heart Boy – Malorie Blackman | **Comprehension (Focus Skill – Explain)**   * identifying and discussing themes and conventions in and across a wide range of writing * making comparisons within and across books: modern fiction, fiction from our literary heritage, and books from other cultures and traditions * identifying how language, structure and presentation contribute to meaning * recommending books that they have read to their peers, giving reasons for their choices * participating in discussions about books, building on their own and others’ ideas and challenging views courteously * explaining and discussing their understanding of what they have read, including through formal presentations and debates * providing reasoned justifications for their views * identifying how language, structure and presentation contributes to meaning * discussing and evaluating how authors use language, including figurative language, considering the impact on the reader   + Note key points of what has been read, using these as the basis of follow up and discussion if appropriate.   + Contribute to a discussion where a group explore their understanding of a topic raised through reading. Discuss and comment on texts, and present their ideas in appropriate and helpful formats, including graphically.   + Evaluate a book or section of it, referring to details and examples in a text to back up their judgement and support their reasoning. Identify and summarise evidence from a text to support a hypothesis.   + Begin to distinguish between plot events/details and the main themes in the texts they read. Identify how ideas and themes are explored and developed over a text e.g. how a story opening can link to its ending or how characters change over a narrative. Explain how a detailed picture can emerge from a non-fiction text by examining different aspects of the topic.   + Compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution. Identify the features of different non-fiction text, including content, structure, vocabulary, style, layout and purpose e.g. recounts, instructions, explanations, persuasive writing and arguments. Read poems by significant poets and identify what is distinctive about the style or presentation of their poems.   + Make comparisons between the ways that different characters or events are presented. Compare the way that ideas or themes are presented in different texts or in different versions (including in other media e.g. film) of the same text.   + Discuss the meaning of figurative language (metaphors and similes) and idiomatic words and phrases used in a text, beginning to explain the purpose and impact of such choices. Investigate how writers use words and phrases for effect, e.g. to persuade, to convey feelings, to entice a reader to continue.   + Analyse the features of engaging or useful texts texts e.g. effective openings or endings, the presentations and resolution of problems (in narratives), clarity and enthusiasm for a topic in non-fiction.   + Use knowledge of different organisational features of texts to find information effectively. Comment on how information is presented on the page.   + Identify and discuss idiomatic phrases, expressions and comparisons (metaphors, similes, and embedded metaphors) met in texts, considering why authors might have used them. Consider the language used in a text and pick up the implications and associations being made by the writer.   + Identify the features of different non-fiction texts e.g. recounts, instructions, explanations, persuasive writing and argument, including content, structure, vocabulary, style, layout and purpose. Discuss the way that writers of non-fiction match text, structure to their intentions.   + Investigate the use of language in different types of information text e.g. words and phrases which signal a point of view in persuasive texts, how encyclopaedia convey authority. Compare the explanations or definitions given for technical, or subject specific words and phrases in non-fiction texts. |
| **Term 5 – Our Beautiful World**  Text Focus – Resistant (texts that deliberately resist easy meaning-making by readers such as poetry)  Classic Narrative Poetry | **Comprehension (Focus Skill –Explain)**   * identifying and discussing themes and conventions in and across a wide range of writing * making comparisons within and across books: modern fiction, fiction from our literary heritage, and books from other cultures and traditions * identifying how language, structure and presentation contribute to meaning * recommending books that they have read to their peers, giving reasons for their choices * participating in discussions about books, building on their own and others’ ideas and challenging views courteously * explaining and discussing their understanding of what they have read, including through formal presentations and debates * providing reasoned justifications for their views * identifying how language, structure and presentation contributes to meaning * discussing and evaluating how authors use language, including figurative language, considering the impact on the reader   + Note key points of what has been read, using these as the basis of follow up and discussion if appropriate.   + Contribute to a discussion where a group explore their understanding of a topic raised through reading. Discuss and comment on texts, and present their ideas in appropriate and helpful formats, including graphically.   + Evaluate a book or section of it, referring to details and examples in a text to back up their judgement and support their reasoning. Identify and summarise evidence from a text to support a hypothesis.   + Begin to distinguish between plot events/details and the main themes in the texts they read. Identify how ideas and themes are explored and developed over a text e.g. how a story opening can link to its ending or how characters change over a narrative. Explain how a detailed picture can emerge from a non-fiction text by examining different aspects of the topic.   + Compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution. Identify the features of different non-fiction text, including content, structure, vocabulary, style, layout and purpose e.g. recounts, instructions, explanations, persuasive writing and arguments. Read poems by significant poets and identify what is distinctive about the style or presentation of their poems.   + Make comparisons between the ways that different characaters or events are presented. Compare the way that ideas or themes are presentened in different texts or in different versions (including in other media e.g. film) of the same text.   + Discuss the meaning of figurative language (metaphors and similes) and idiomatic words and phrases used in a text, beginning to explain the purpose and impact of such choices. Investigate how writers use words and phrases for effect, e.g. to persuade, to convey feelings, to entice a reader to continue.   + Analyse the features of engaging or useful texts texts e.g. effective openings or endings, the presentations and resolution of problems (in narratives), clarity and enthusiasm for a topic in non-fiction.   + Use knowledge of different organisational features of texts to find information effectively. Comment on how information is presented on the page.   + Identify and discuss idiomatic phrases, expressions and comparisons (metaphors, similes, and embedded metaphors) met in texts, considering why authors might have used them. Consider the language used in a text and pick up the implications and associations being made by the writer.   + Identify the features of different non-fiction texts e.g. recounts, instructions, explanations, persuasive writing and argument, including content, structure, vocabulary, style, layout and purpose. Discuss the way that writers of non-fiction match text, structure to their intentions.   + Investigate the use of language in different types of information text e.g. words and phrases which signal a point of view in persuasive texts, how encyclopaedia convey authority. Compare the explanations or definitions given for technical, or subject specific words and phrases in non-fiction texts. |
| **Term 6 – Our Beautiful World**  Text Focus – Resistant (texts that deliberately resist easy meaning-making by readers such as poetry)  Clockwork – Philip Pullman | **Comprehension (Focus Skill – Consolidation of all skills based on assessment)** |