

Year 5 reading progression

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage



Striving for Excellence

	Word Reading	Comprehension Clarify	Comprehension Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
Autumn term	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Ask questions to improve their understanding of a text • Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context 		<ul style="list-style-type: none"> • Retrieve, record and present information from non-fiction • Skim and scan efficiently for vocabulary, key ideas and facts on both the printed page and screen • Distinguish between statements of fact and opinion and understand why this is important to 	<ul style="list-style-type: none"> • Recommend books that they have read, giving reasons for their choices • 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 • Provide reasoned justifications 	<ul style="list-style-type: none"> • Predict what might happen from details stated and implied • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> • Identify how language, structure and presentation contribute to meaning • Show understanding through intonation, tone and volume so that meaning is clear to an audience 	<ul style="list-style-type: none"> • Identify and discuss themes and conventions in a wide range of writing e.g. 'heroism' or 'loss' • Read books that are structured in different ways and read for a range of purposes

				interpreting the text	for their views			
Spring term			<ul style="list-style-type: none"> Identify main ideas drawn from more than one paragraph identifying the key details that support the main ideas 	<ul style="list-style-type: none"> Extract information and make notes using quotations and reference to the text 	<ul style="list-style-type: none"> 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 Identify and explain the author's point of view with reference to the text 	<ul style="list-style-type: none"> Make links between the authors' use of language and the inferences drawn 	<ul style="list-style-type: none"> Discuss and evaluate the intended impact of the language used with reference to the text 	<ul style="list-style-type: none"> Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Identify how presentational and organisational choices vary according to the form and purpose of the writing
Summer term							<ul style="list-style-type: none"> Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear (Yr 5/6 National Curriculum writing) 	<ul style="list-style-type: none"> Make simple links between texts, their audience, purpose, time and culture, drawing on a good knowledge of authors Make comparisons within and across books



As we move through the school year, each skill is revisited multiple times with increasing independence each time,