



Progression of Key Reading Skills- Year 5

Aspect of Reading	Autumn	Spring	Summer
<p>Applying Phonics</p>	<ul style="list-style-type: none"> ✓ I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. ✓ I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. ✓ I can attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words 		
<p>Reading for pleasure- Maintaining a positive</p>	<ul style="list-style-type: none"> ✓ I know that there is a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts. ✓ I know that these are structured in different ways. 	<ul style="list-style-type: none"> ✓ I can discuss and explain how and why different books have different structures. ✓ I can explain why they enjoyed a book or poem and who might also enjoy it. 	<ul style="list-style-type: none"> ✓ I can explore how dialogue is used to develop character. ✓ I can explore how actions are added to dialogue to move events forward. I understand that writers use language for precise effect.

attitude about reading

- ✓ I know that non-fiction texts are structured to guide the reader to information.
- ✓ I can explain how the structure guides the reader to find specific information.
- ✓ I can find words and language that are used for effect.
- ✓ I can explain how the words and language create a precise effect.

- ✓ I can evaluate the usefulness of a nonfiction book to research questions raised.
- ✓ I can understand that a writer moves events forward through a balance of dialogue, action and description.
- ✓ I can record effective words and language from reading to use in own writing.

- ✓ I understand that this may include precise nouns, precisely chosen adjectives, well developed noun phrases, similes, metaphors, personification etc.
- ✓ I understand that a writer uses different sentence structures and techniques to create effects.
- ✓ I can explore the structures and techniques used. For example, short sentences, rhetorical questions, ellipsis, flashbacks.
- ✓ I can record examples of effective techniques and structures from reading to use in own writing.

Reading for Pleasure-comprehension

- ✓ I understand that there will be unfamiliar words in the texts they read.
- ✓ I can use dictionaries to check or find the meaning of unfamiliar words.
- ✓ I can ask questions to improve understanding.
- ✓ I can re-read to check that the text is meaningful.
- ✓ I can draw inferences such as inferring characters' feelings, thoughts and motives from

- ✓ I use meaning-seeking strategies to explore the meaning of words in context.
- ✓ I can understand that inferences can be drawn from different parts of the text.
- ✓ I can justify inferences with evidence from the text.
- ✓ I can make predictions from evidence found and implied.
- ✓ I can summarise the main ideas drawn from a text.

- ✓ I can use meaning – seeking strategies to explore the meaning of idiomatic and figurative language.
- ✓ I understand that inferences can be made by reading between and beyond the lines.
- ✓ I know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react.

	<p>their actions at different points in the text.</p>		<ul style="list-style-type: none"> ✓ I can explain how the context of a text reflects the reaction of the audience it was written for.
<p>Reading for Pleasure-Justifications for views</p>	<ul style="list-style-type: none"> ✓ I give a personal point of view about a text. ✓ I can explain the reasons for own viewpoint, using evidence from the text. ✓ I listen to others' ideas and opinions about a text. ✓ I can make connections between other similar texts, prior knowledge and experience. ✓ I can explain why there are connections, using evidence. ✓ I can compare books with similar themes. 	<ul style="list-style-type: none"> ✓ I build on others' ideas and opinions about a text in discussion. ✓ I can question others' ideas about a text. ✓ I can compare different versions of texts. ✓ I can explain the similarities and differences between different versions of texts. ✓ I can explain how books written in different contexts can have similar themes. 	<ul style="list-style-type: none"> ✓ I can evaluate the effectiveness of different versions of texts.
<p>Explaining and discussing own understanding</p>	<ul style="list-style-type: none"> ✓ I can identify key information from text. ✓ I can summarise key information in sentences. ✓ I can find key information from different parts of the text. ✓ I can understand the difference between fact and opinion. ✓ I can find examples of fact and opinion in texts and 	<ul style="list-style-type: none"> ✓ I can use skimming and scanning to find the information needed. ✓ I can make notes on the information needed. ✓ I can organise notes and present information. ✓ I can summarise key information from different parts of the text. ✓ I can present an oral overview or summary of a text. ✓ I can understand that a narrative can be told from different points of view – narrator, character. 	<ul style="list-style-type: none"> ✓ I can explore how events are viewed from another perspective. ✓ I can explain the writer's viewpoint with evidence from the text. ✓ I can identify the writer's viewpoint, for example, how different characters are presented.

explain why one is fact and the other opinion.

✓ I can identify the point of view in a narrative. ♣ understand that the writer may have a viewpoint.