

Twynning School

Reading Progression: Year 5

Year 5—Word Reading	
Phonics and decoding	<ul style="list-style-type: none"> To apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.
Common Exception Words/ HFW	<ul style="list-style-type: none"> To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.
Fluency	<ul style="list-style-type: none"> At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.
Comprehension	
Understanding	<ul style="list-style-type: none"> Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Asking questions to improve their understanding. Providing reasoned justifications for their view.
Connecting and becoming familiar with texts	<ul style="list-style-type: none"> Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes. Making comparisons within and across book. Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Identifying and discussing themes and conventions in and across a wide range of writing.
Non Fiction	<ul style="list-style-type: none"> Distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction.
Poetry and Performance	<ul style="list-style-type: none"> Learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
Vocabulary	<ul style="list-style-type: none"> Discussing their understanding and exploring the meaning of words in context. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
Inference	<ul style="list-style-type: none"> Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
Prediction	<ul style="list-style-type: none"> Predicting what might happen from details stated and implied.

Explanation	<ul style="list-style-type: none"> ● Identifying how language, structure and presentation contribute to meaning. ● Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. ● Explain and discuss their understanding of what they have read, including through formal presentations and debates.
Sequence/ Summarise	<ul style="list-style-type: none"> ● Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.
	<ul style="list-style-type: none"> ● What do you think the theme(s) is/are? ● What part makes you think this? ● What other books have the same theme(s)?