

# READING: Implementation and Progression Overview Counts in Year 5

A	B	C	D	E	F
<b>Reading Curriculum &amp; Curriculum</b>					
<b>Science:</b> Space	<b>Reading Breadth:</b> Modern Fiction & Poetry – Wider Range	<b>History:</b> Victorians	<b>Reading Breadth:</b> Myths and Legends, Plays & Poetry – Wider Range	<b>Geography:</b> North & South America / World	<b>Reading Breadth:</b> Other Cultures and Traditions & Poetry – Wider Range
<b>Word Reading</b>					
•Apply 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					
<b>Comprehension</b>					
<p><b>Building on Previous Year and throughout Year 5 focus on:</b></p> <ul style="list-style-type: none"> <li>•Read and discuss a range of fiction, poetry, plays, non-fiction and reference books</li> <li>•Recommend books that they have read to their peers, giving simple reasons for their choices               <ul style="list-style-type: none"> <li>•Learn a wider range of age appropriate poetry by heart</li> </ul> </li> <li>•With occasional prompting, draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>					
<p><b>Build on Previous Year &amp; Focus on:</b></p> <ul style="list-style-type: none"> <li>•Read books that are structured in different ways and read for a range of purposes</li> <li>•Make comparisons within and across books e.g. plot, genre and theme</li> <li>•Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>•Predict what might happen from details stated and implied</li> <li>•Identify how language, structure and presentation contribute to meaning</li> <li>•Retrieve, record and present some information from fiction and non-fiction</li> <li>•Distinguishing between statements of fact and opinion</li> </ul>	<p><b>Build on Previous Term &amp; Focus on:</b></p> <ul style="list-style-type: none"> <li>•Increase their familiarity with a wide range of books, including modern fiction</li> <li>•Make comparisons within and across books e.g. plot, genre and theme</li> <li>•Predict what might happen from details stated and implied</li> <li>•Participate in discussions about books that are read to them and those they can read for themselves</li> <li>•Ask questions to improve their understanding</li> <li>•Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul>	<p><b>Build on Previous Term &amp; Focus on:</b></p> <ul style="list-style-type: none"> <li>•Make comparisons within and across books e.g. plot, genre and theme</li> <li>•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 some views</li> <li>•With support, locate relevant information in a text, summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas</li> <li>•Identify how language, structure and presentation contribute to meaning</li> <li>•With occasional prompting, draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<p><b>Build on Previous Term &amp; Focus on:</b></p> <ul style="list-style-type: none"> <li>•Increase their familiarity with a wide range of books, including myths and legends</li> <li>•Identify and discuss themes and conventions in and across a wide range of writing</li> <li>•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 some views</li> <li>•With occasional prompting, draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>•Provide reasoned justifications for their views</li> <li>•Prepare plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul>	<p><b>Build on Previous Term &amp; Focus on:</b></p> <ul style="list-style-type: none"> <li>•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</li> <li>•Identify and discuss themes and conventions in and across a wide range of writing</li> <li>•Identify how language, structure and presentation contribute to meaning</li> <li>•Identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author’s language to create mood and build tension and the impact on the reader</li> <li>•Provide reasoned justifications for their views</li> </ul>	<p><b>Build on Previous Term &amp; Focus on:</b></p> <ul style="list-style-type: none"> <li>•Increase their familiarity with a wide range of books, including books from other cultures and traditions</li> <li>•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</li> <li>•Identify and discuss themes and conventions in and across a wide range of writing</li> <li>•Identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author’s language to create mood and build tension and the impact on the reader</li> <li>•Provide reasoned justifications for their views</li> <li>•Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul>

## Skills and Strategies

### Building on Previous year and throughout Year 5 Focus on:

- Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context
- Read extended texts independently for sustained periods
- Self-correction, including re-reading and reading ahead
- Reading widely and frequently for pleasure and information

#### Build on Previous Year & Focus on:

- Recognise *many Year 5&6* Word List words with automaticity
- Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences
- Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning
- Connecting prior knowledge and textual information to make inferences and predictions
- Scan to find specific details using graphic and textual organisers, e.g. *sub-headings, diagrams etc*
- Use information on-screen and on paper

#### Build on Previous Term & Focus on:

- Recognise and read *many Year 5&6* Word List words with automaticity
- Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences
- Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning
- Connecting prior knowledge and textual information to make inferences and predictions
- Read closely, annotating for specific purposes

#### Build on Previous Term & Focus on:

- Recognise and read *most Year 5&6* Word List words with automaticity
- Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases
- Identify features of texts, e.g. *introduction to topic, sequence, illustrations, formality through language choices*
- Finding the main idea of a text
- Use information on-screen and on paper
- Read closely, annotating for specific purposes

#### Build on Previous Term & Focus on:

- Recognise and read *most Year 5&6* Word List words with automaticity
- Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences
- Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning
- Read closely, annotating for specific purposes
- Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases

#### Build on Previous Term & Focus on:

- Recognise and read *all Year 5&6* Word List words with automaticity
- Identify features of texts, e.g. *introduction to topic, sequence, illustrations, degree of formality*
- Use information on-screen and on paper
- Read closely, annotating for specific purposes
- Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases

#### Build on Previous Term & Focus on:

- Recognise and read *all Year 5&6* Word List words with automaticity
- Read closely, annotating for specific purposes
- Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences
- Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning
- Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases

## Content Domains\*

\*Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment.

2a give / explain the meaning of words in context

2b retrieve and record information / identify key details from fiction and non-fiction

2d make inferences from the text / explain and justify inferences with evidence from the text

2e predict what might happen from details stated and implied  
2h make comparisons within the text  
2f identify / explain how information / narrative content is related and contributes to meaning as a whole

**Build on Previous Term & Focus on:**  
2e predict what might happen from details stated and implied  
2h make comparisons within the text

**Build on Previous Term & Focus on:**  
2f identify / explain how information / narrative content is related and contributes to meaning as a whole  
2c summarise main ideas from more than one paragraph  
2h make comparisons within the text  
2d make inferences from the text / explain and justify inferences with evidence from the text

**Build on Previous Term & Focus on:**  
2d make inferences from the text / explain and justify inferences with evidence from the text  
2h make comparisons within the text

**Build on Previous Term & Focus on:**  
2f identify / explain how information / narrative content is related and contributes to meaning as a whole  
2h make comparisons within the text  
2g identify / explain how meaning is enhanced through choice of words and phrases

**Build on Previous Term & Focus on:**  
2h make comparisons within the text  
2g identify / explain how meaning is enhanced through choice of words and phrases

## Reading Terminology for Pupils

Building on Previous Year and throughout Year 5 focus on:

figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style, effect, compare