

## Year Five Reading

	Term One	Term Two	Term Three	Term Four	Term Five	Term Six	

	Step One	Step Two (Emerging)	Step Three (Expected) EOYE	Exceeding
<b>Word Reading</b>	<ol style="list-style-type: none"> <li>I can read by sight 90 year three/four words and 20 of the year five/six high frequency words.</li> <li>I use my knowledge of root words and prefixes (etymology and morphology) to read and to understand the meaning of new words.</li> </ol>	<ol style="list-style-type: none"> <li>I can read by sight 30 of the year five/six high frequency words.</li> <li>I use my knowledge of root words and suffixes (etymology and morphology) to read and to understand the meaning of new words.</li> </ol>	<ol style="list-style-type: none"> <li>I can read by sight 50 of the year five/six high frequency words.</li> <li>I confidently use my knowledge of root words, prefixes and suffixes (etymology and morphology) to read and to understand the meaning of new words.</li> <li>I can read age appropriate books aloud using my skills without hesitation and I re-read books to develop my fluency and confidence.</li> </ol>	<i>I have all of the expected strands and I am embedding these skills in all subjects.</i>
<b>Comprehension</b>	<p><b><u>AGE APPROPRIATE TEXTS</u></b></p> <p><b>Fiction</b></p> <ol style="list-style-type: none"> <li>I listen to and discuss a range of fiction texts (using age appropriate texts).</li> <li>I can talk about the structure of a story referring to the story mountain.</li> <li>I can recall a variety of traditional tales and myths and legends</li> <li>I am familiar with a range of modern fiction and fiction from literary heritage (Shakespeare, Dickens)</li> <li>I am familiar with books from other cultures and traditions.</li> <li>I make comparisons within and across books.</li> </ol> <p><b>Non Fiction/Reference</b></p> <ol style="list-style-type: none"> <li>I listen to and discuss a range of non fiction texts.</li> <li>I can talk about the structures of non fiction text (e.g. contents, index, glossary, headings, subheadings, introduction, body, fact boxes)</li> </ol> <p><b>Poetry</b></p> <ol style="list-style-type: none"> <li>I listen to and discuss a range of poetry.</li> <li>I can talk about the structure of different poems (e.g. shape, acrostic, narrative, riddle)</li> </ol> <p><b>Plays</b></p> <ol style="list-style-type: none"> <li>I listen to and discuss a range of play scripts</li> <li>I can talk about the structure of different play scripts (e.g. stage directions)</li> </ol>			

		Step One	Step Two (Emerging)	Step Three (Expected) EOYE	Exceeding
<b>Comprehension</b>	<b>SKILLS</b>	15. I can check that the text makes sense to me and share the meaning of new vocabulary.	28. With support I can use the meaning of new vocabulary to further my understanding of the text.	<b>42. I am beginning to use the meaning of new vocabulary to further my understanding of the text.</b>	<i>I have all of the expected strands and I am embedding these skills in all subjects.</i>
		16. In a group I will ask questions about what we are reading to ensure I understand the text before we continue.	29. When I read independently I have begun to stop when I do not understand and I ask questions to address this.	<b>43. When reading independently I will stop and ask questions to improve my understanding using a variety of question words.</b>	
		17. I can draw inferences on the characters feelings, thoughts and motives and I can justify my opinions using evidence.	30. I can draw inferences on the characters feelings, thoughts and motives and with support I can find a series of evidence to support my opinion.	<b>44. I can draw inferences on the characters feelings, thoughts and motives and I am beginning to find a series of evidence to support my opinion.</b>	
		18. In a group I can predict what might happen from what has been stated in the text. (age appropriate text).	31. I am beginning predict what might happen from what has been stated in the text.	<b>45. I can predict what might happen from what has been stated in the text.</b>	
		19. With support I can discuss the content of more than one paragraph in a text.	32. With a learning partner I can discuss the content of more than one paragraph in a text.	<b>46. I can discuss the content of more than one paragraph in a text.</b>	
		20. I can discuss the authors' use of language, including figurative language (similes, metaphors and personification).	33. With support I have begun to evaluate how authors use language.	<b>47. I can discuss and evaluate how authors use language.</b>	
		21. With support I can identify a statement of fact in a text.	34. With support I can identify a statement of opinion in a text.	<b>48. I am beginning to identify statements of fact and opinion.</b>	
		22. I prepare poems, that I have learnt by heart, to perform to others showing awareness of my audience.	35. I prepare plays, learning lines by heart, to perform to others showing awareness of my audience.	<b>49. I prepare poems and play scripts to read aloud and to perform with appropriate intonation and volume.</b>	
		23. I retrieve information from non-fiction texts for a given purpose.	36. I record information from non-fiction texts for a given purpose.	<b>50. I retrieve, record and present information from non fiction texts.</b>	
		24. I participate in discussions about books and can build upon my ideas.	37. I participate in discussions about books and have begun to build on other peoples ideas.	<b>51. I participate in discussions and can build on my own and others' ideas.</b>	
25. I can explain and discuss my understanding of what I have read through formal presentations.	38. I can explain and discuss my understanding of what I have read through debates.	<b>52. I can explain and discuss my understanding of what I have read through formal presentations and debates and have begun to maintain focus on the topic.</b>			
			<b>53. I can recommend books that I have read to peers, explaining why.</b>		

