

Year 5 Reading Progression

	End of Y4	5.1	5.2	5.3
Reading Word				
<p>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.</p> <p>Endings which sound like /zhious/ spelt -cious or -tious vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious</p> <p style="text-align: center;">Endings which sound like /el/ official, special, artificial, partial, confidential, essential</p> <p style="text-align: center;">Words ending in -ant, -ance/-ancy, -ent, -ence/-ency observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence</p> <p style="text-align: center;">Words ending in -able and -ible adorable/adorably (adoration),</p>	<p>Prefix mis- and revising un-, in-, dis- Words ending zhuh spelt -sure Short u as ou Prefix auto- Adding -ly to adjectives to form adverbs. Prefix inter- Homophones Words with the ay sound spelt ei, eigh, ey. Words ending in -ous Words with s sound spelt sc Possessive apostrophe with plural words words ending in zhun spelt -sion. Adding il- and revising un-, in-, mis-, dis- The c sound spelt -que and the g sound spelt -gue. Homophones Adding ir- to words beginning with r Adding the suffix -ion Adding the suffix -ion</p> <p>Y3/4 word list Accident(ally), Actual(ly), Exercise, Experience, Particular, Perhaps, Through, Appear, Arrive, Extreme, Famous, Popular, Possess(ion), Various, Believe, Bicycle, History, Imagine, Possible, Pressure, Build, Calendar,</p>	<p>Words with silent letter b Words that contain the letter string -ough Words ending in -ible Homophones Words ending in -able Orange words (Y5/6 word list) Words with silent letter t Words ending in -ibly or -ably Homophones and others words that are easily confused Words ending in -ent Words ending in -ence The ee sound spelt ei</p> <p>Consolidating Y3/4 spelling list</p> <p>Orange words: Accommodate, accompany, according, aggressive, appreciate, attached, awkward, curiosity, definite, determined, develop, embarrass, especially, exaggerate, excellent, familiar, forty, interrupt, persuade, rhyme, rhythm, symbol, system</p> <p>Homophones / near homophones Serial/cereal, heard/herd, steal/steel, stationary/stationery, father/farther, allowed/aloud, guessed/guest, passed/past, lead/led,</p>	<p>Homophones and other words that are easily confused Words ending in -ant, -ance and -ancy. Orange words (Y5/6 list) Words ending in shus spelt -cious Words ending in shus spelt -tious Words ending in shul spelt -cial or -tial</p> <p>Consolidation of spellings learnt in previous years that have been identified as areas of need.</p> <p>Consolidation of Y3/4 word list.</p> <p>Orange words: Average, bruise, convenience, criticise, desperate, disastrous, frequently, immediately, interfere, marvellous, muscle, necessary, neighbour, nuisance, programme, recognise, recommend, suggest, temperature, vegetable</p> <p>Homophones / near homophones Affect/effect, accept/except, advise/advice, practise/practice</p>	<p>Orange words (Y5/6 list)</p> <p>Consolidation of spellings learnt throughout Y3/4 and Y5 identified as an area of need through assessment.</p> <p>Children are applying words to contexts across curriculum.</p> <p>Orange words: Cemetery, competition, dictionary, equipped, individual, lightning, prejudice, pronunciation, relevant, sacrifice, signature, sincerely, thorough..</p>

Year 5 Reading Progression

<p>applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, reliable possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly</p> <p>Adding suffixes beginning with vowel letters to words ending in -fer referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference</p> <p>Use of the hyphen co-ordinate, re-enter, co-operate, co-own</p> <p>Words with the /ee/ sound spelt ei after c deceive, conceive, receive, perceive, ceiling</p> <p>Words containing the letter-string ough ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough plough, bough</p>	<p>Important, Interest, Promise, Purpose, Certain, Complete, Knowledge, Material, Question, Reign, Continue, Decide, Medicine, Minute, sentence, separate, Describe, Different, Naughty, Occasion(ally), Special, Suppose, Early, Enough, Opposite, Ordinary, Surprise, (al)though</p> <p>**Find homophones**</p>			
---	--	--	--	--

Year 5 Reading Progression

<p>Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) doubt, island, lamb, solemn, thistle, knight</p> <p>Homophones and other words that are often confused advice/advise device/devise licence/license practice/practise prophecy/prophesy</p>				
	End of Y4	5.1	5.2	5.3
<u>READING COMPREHENSIONS</u>				
Maintain positive attitudes to reading and understanding of what they read by:				
<p>KPI Begin to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p>	<p>listening to and begin to discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p>	<p>With support, read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p>	<p>With increasing independence, read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p>	<p>Independently, read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p>
<p>KPI continue to read books that are structured in different ways and reading for a range of purposes</p>	<p>Can read age appropriate books that are structured in different ways and reading for a range of purposes</p>	<p>Can read age appropriate books that are structured in different ways and reading for a range of purposes</p>	<p>Can read age appropriate books that are structured in different ways and reading for a range of purposes</p>	<p>Can read age appropriate books that are structured in different ways and reading for a range of purposes</p>
<p>increasing their familiarity with a wide range of books, including myths, legends and traditional stories, introducing modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p>	<p>Be familiar with a wide range of books and be able to retell them orally.</p>	<p>Begin to increase their familiarity with a wide range of books, including myths, legends and traditional stories, introducing modern fiction, fiction from our literary heritage, and books from</p>	<p>Continue to increase their familiarity with a wide range of books, including myths, legends and traditional stories, introducing modern fiction, fiction from our literary</p>	<p>Build up a confidence of familiarity with a wide range of books, including myths, legends and traditional stories, introducing modern fiction, fiction from our literary</p>

Year 5 Reading Progression

		other cultures and traditions at: book band or appropriate level.	heritage, and books from other cultures and traditions at: book band or appropriate level.	heritage, and books from other cultures and traditions at: book band or appropriate level.
Start recommending books that they have read to their peers, giving reasons for their choices		Begin to evaluate books read giving reasons for liking/not liking it.	Evaluate the books based on content and enjoyment with valid reasons.	Complete a basic book review explaining positive and negatives of books.
Start identifying and discussing themes and conventions in and across a wide range of writing		Start identifying and discussing themes and conventions in and across a wide range of writing taught	Start identifying and discussing themes and conventions in and across a wide range of writing taught	Start identifying and discussing themes and conventions in and across a wide range of writing taught
KPI Begin making comparisons within and across books		Begin to make comparisons within a book.	Confidently make comparisons across a book giving basic evidence.	Begin to look at a cross section of books and make basic comparisons.
Begin learning a wider range of poetry by heart	Continuing to prepare and perform poems.	Begin to learn know poem structures by heart.	Begin to learn unfamiliar poems based on topic.....	Continue to learn poetry by heart.
KPI 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 Reading stories with intonation and relevant expression		Begin to prepare poems, read them aloud and perform with some expression. Reading stories with intonation and relevant expression	Prepare poems, reading them with confidence and volume. Reading stories with intonation and relevant expression	Confidently recite prepared poems with intonation, tone and volume so that the meaning is clear to an audience Reading stories with intonation and relevant expression
Understand what they read by:				
KPI checking that the book makes sense to them, discussing their understanding and begin exploring the meaning of words in context	begin to check that the text makes sense to them, begin to discussing their understanding and begin to explain the meaning of words in context	checking that the book makes sense to them, discussing their understanding and with support begin exploring the meaning of words in context	checking that the book makes sense to them, discussing their understanding and with increasing independence begin exploring the meaning of words in context	checking that the book makes sense to them, discussing their understanding and with independently begin exploring the meaning of words in context
asking questions to improve their understanding	Begin to ask questions based on age appropriate texts to show understanding.	Ask questions to show understanding confidently in age appropriate books.	Begin to ask questions to develop understanding based on age appropriate books.	Confidently ask questions to demonstrate deep understanding age appropriate books.
use evidence to justify inferences about characters' feelings, thoughts and motives from their actions.	I can justify simple inferences using evidence from the text	I am beginning to use evidence to justify inferences about characters' feelings, thoughts and motives from their actions.	I am using evidence to justify inferences about characters' feelings, thoughts and motives from their actions.	I am beginning to justify my predictions independently with a basic explanation and reference to the text.

Year 5 Reading Progression

begin to justify my predictions of what might happen from details stated and implied	I can make my predictions by referring to the text.	I am beginning to justify my predictions by referring to the text with a basic explanation as to what was implied with support.	I am beginning to justify my predictions by referring to the text with a basic explanation as to what was implied with support by personal feeling rather than character.	I am beginning to justify my predictions with some guidance by referring to different points of the text with an explanation based on personal opinion.
KPI summarising the main ideas drawn from more than one paragraph, start identifying key details that support the main ideas	I can identify main ideas drawn from one long detailed paragraph.	I am beginning to summarise main details from more than one paragraph with some keep points.	I can summarise main ideas from more than one paragraph and identify some key details with support.	Summarise more than paragraph identifying some key details.
KPI identifying how language, structure and presentation contribute to meaning	Language - I can make comments on the effect language used. Structure/presentation - comment upon layout and presentational devices aid meaning in fiction and non-fiction books at their level.	Language - I can identify some basic features of the writers with support using the text to locate. Structure/presentation - comment upon with growing confidence the devices and with support explain their meaning.	Language - I can identify some basic features of the writers using the text to locate simple words. Structure/presentation - Beginning to explain and evidence the structure of the text and how it supports the meaning of the text with some accuracy.	Language - I can identify some basic features of the writers using the text to locate the effect of language used. Structure/presentation - I am beginning to explain and evidence the structure of the text and how it supports the meaning of the text. bullet points for pain points/columns/tables
KPI begin to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	I can make comments on the effect of the language used.	Begin to identify figurative language in a text (SPAMO) and begin to explain the impact with support.	Identify confidently SAO in text and give an explanation of its impact.	begin to discuss and evaluate the use of SAO with support.
start to distinguish between statements of fact and opinion		Begin to identify what the difference between fact and opinion are.	With support identify in text where the fact statements are and where the opinion statements are.	Begin with short text to identify the facts and opinions.
KPI start to retrieve, record and present information from non-fiction	I can use contents, glossary and index to find and retrieve information.	I am beginning to confidently and efficiently locate information and with support use basic devices to present.	I can confidently and efficiently locate information and with support use basic devices to present using some features.	I can confidently and efficiently locate specific information and use basic devices to present using some features.
participate in discussions about books that are read to them and those they can read for themselves,		I am beginning to participate in discussions about what I have read and give my personal opinion	I can participate in discussions about what I have read and give my personal opinion attempting to	I can participate in discussions about books that are read to them and those they can read for

Year 5 Reading Progression

exploring their own and others' ideas and considering others' views courteously		attempting to listen and respond to others.	listen and respond to other opinion.	themselves, beginning to build on their own and others' ideas courteously.
KPI explain and discuss their understanding of what they have read, by beginning to use formal presentations and debates, maintaining a focus on the topic and using notes where necessary		I am beginning to explain my understanding of what I have read through simple presentations and simple question and answer debates.	I can explain my understanding of what I have read through simple presentations and simple question and answer debates.	I can explain and discuss my understanding of what I have read, including through formal presentations and debates.
KPI begin to provide reasoned justifications for their views		Based on appropriate reading level, give a basic explanation to a view point based on the text.	Based on appropriate reading level, give an explanation to a view point based on the text.	Based on appropriate reading level, give an explanation to a view point based on the text using some evidence from the text.
KPI Cognitive Domain - comprehension skills Ability to answer questions in the 5 key cognitive areas	<p>Able to answer question level 2/3 difficulty questions on an appropriate text matched to their technical ability. Or when text is accessed by the teacher from the representative book selection, children are able to answer level 2/3 question</p> <p>Children who are able to answer level 4 type questions are above = above in this area Children able to answer level 1 type questions = below level in this area</p>			
		22 objectives 12 KPI's covered	22 objectives 12 KPI's covered	22 objectives 12 KPI's covered

ASSIGNING A JUDGEMENT AT EACH ASSESSMENT POINT IN YEAR 5

Year 5 Reading Progression

	Working Towards Expected Level	At Expected Level	Working Beyond Expected Level
Assessment Point 1	Below expected →	<p style="text-align: center;">Reading age appropriate texts</p> <p style="text-align: center;">ALL KPI's plus 85% of 10 remaining 5.1 objectives = 9 further objectives</p> <p style="text-align: center;">Working at cognitive domain 2 or 3</p>	<p style="text-align: center;">Reading age appropriate texts</p> <p style="text-align: center;">ALL KPI's plus 85% of 10 remaining objectives = 9 further objectives AND Working at cognitive domain 4</p>
Assessment Point 2	Below expected →	<p style="text-align: center;">Reading age appropriate texts</p> <p style="text-align: center;">ALL KPI's plus 85% of 10 remaining 5.2 objectives = 9 further objectives</p> <p style="text-align: center;">Working at cognitive domain 2 or 3</p>	<p style="text-align: center;">Reading age appropriate texts</p> <p style="text-align: center;">ALL KPI's plus 85% of 10 remaining objectives = 9 further objectives AND Working at cognitive domain 4</p>
Assessment Point 3	Below expected →	<p style="text-align: center;">Reading age appropriate texts</p> <p style="text-align: center;">ALL KPI's plus 85% of 10 remaining 5.3 objectives = 9 further objectives AND ALL of 5.1 met</p> <p style="text-align: center;">Working at cognitive domain 2 or 3</p>	<p style="text-align: center;">Reading age appropriate texts</p> <p style="text-align: center;">ALL KPI's plus 85% of 10 remaining objectives = 9 further objectives AND All 5.2 met</p> <p style="text-align: center;">Working at cognitive domain 4</p>

Year 5 Reading Progression

END OF YEAR 5 ASSESSMENT

	Below expected	At expected	Above expected
Letters and Sounds	Working below year 5 words and spellings	Able to read all key words and spellings patterns from term 1,2 and 3 of year 5	Competent to read all key words and spellings patterns from term 1,2 and 3 of year 5 Able to read the majority of year 3/4 key words all able to read some key spellings for year 6
Reading band	Working towards reading age appropriate texts.	Reading age appropriate texts.	Reading age appropriate texts.
Cognitive understanding	When reading books... Independently and able to answer cognitive level 1 questions independently both orally and written When sharing text, able to answer level 1 cognitive questions and beginning to answer level 2 with support	When reading books... Independently and able to answer cognitive level 1 and 2 questions independently Competent to record answers to questions levels 1 and 2 independently Able to answer level 3 cognitive questions verbally/written When orally sharing text, able to answer cognitive questions at level 1, 2 and 3 Beginning to answer level 4 with some support	When reading books... Independently and competent to answer cognitive level 1, 2 and 3 questions independently both orally and written Able to answer level 4 questions written
Cognitive + Technical =	If a child is reading below age appropriate texts but answering cognitive domain level 2/3 = BELOW If a child is reading age appropriate texts but are only answering cognitive domain level 1 = BELOW If a child is reading age appropriate texts and answering cognitive domain level 2/3 = AT EXPECTED If a child is reading age appropriate texts and answering cognitive domain level 4 = ABOVE		