



William Martin Schools and Nursery & St James' Church of England Primary School



Year 5 Reading Progression

KPIs from Year 4 that will need to be covered in addition to the Year 5 curriculum:

Apply their knowledge of most taught root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. Read most words from the statutory spelling list from yr 4	Draw inferences such as inferring characters' feelings, thoughts and motives for their actions, justifying them with evidence from the text	Identify the main ideas from more than one paragraph and summarise these.	Make likely predictions about what might happen from details stated and implied
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KPIs are written in **red**.

Assessment period	Year 5	
	Decoding and Fluency	Comprehension
Autumn	<p>Read some words from the statutory spelling list for y5</p> <p>Use a range of strategies successfully to read unfamiliar words</p> <p>Maintain concentration when reading silently for an extended reading session</p>	<p>Recommend books to their peers, giving reasons for their choices.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing (eg bullying, discrimination, unlikely friendships, changing relationships, overcoming adversity).</p> <p>Make comparisons within and across books.</p>
Spring	<p>Read many words from the statutory spelling list for y5</p> <p>Apply their growing knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words.</p> <p>Read aloud from age appropriate books with intonation that shows understanding, especially when reading longer or grammatically complex sentences</p>	<p>Summarise a paragraph, identifying both the key points and the details which illustrate the point</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence.</p> <p>Distinguish between fact and opinion.</p> <p>Retrieve, record and present information from non-fiction.</p>
Summer	<p>Read most words from the statutory spelling list for y5</p> <p>Apply their growing knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words.</p> <p>Independently monitor when a word read does not make sense</p> <p>Maintain concentration when reading a challenging book for an extended reading session</p>	<p>Explain the meaning of words in context.</p> <p>Make likely predictions about what might happen from details stated and implied, giving more than one reason for prediction</p> <p>Give specific reasons why an author chose a particular word or phrase. How do they affect the meaning?</p> <p>Explain with specific reference to a text how organisational and structural features contribute to meaning</p> <p>Discuss their understanding of what they have read, maintaining a focus on the topic and providing justifications for their views.</p>



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<p>Guidance for Assessing Comprehension</p>	<p>Comprehension skills will develop over time and through exposure to a wide range of texts. Therefore, at the end of each term you will need to review each pupil's achievements based upon the evidence you have from your English lessons and taught reading sessions.</p> <p>Use the following criteria as a guide for each term:</p> <p>Autumn: Pupil has made a good start towards achieving these objectives. They are able to demonstrate some of them independently and with increasing confidence.</p> <p>Spring: Pupil has continued to develop their comprehension skills successfully and is now able to demonstrate many of these objectives independently and with increasing confidence.</p> <p>Summer: Pupil is able to demonstrate all of the KPIs independently and has shown that they can apply these skills with some success in a test situation.</p>
<p>Guidance for Assessing Greater Depth</p>	<p>Pupils may be awarded greater depth if they confidently meet all of the criteria for decoding and fluency, and are reading texts at a higher level than would be age-related. They must also meet all of the Year 5 criteria for comprehension with increasing confidence and have demonstrated the ability to do this indewith a good degree of success, in a test for example.</p>
<p>Sources of evidence</p>	<p><u>Decoding and Fluency</u> Are they reading age appropriate reading books? Individual reading test of focus words Strategies used in guided reading Hear children read individually Set children task of reading a passage to themselves and then ask them to re-read it to you</p> <p><u>Comprehension</u> Teach, model, practise then set pupils similar task ('test') based on same objective, different text. Use existing test material Guided/focused reading teaching sessions Discussions about class novel Individual conversations with pupils regarding their choices of reading book Pupils' contributions to English lessons</p>