

End of Year 5 Reading Expectations

1. Child as a reader

- a. Gives developed detail in discussion about a range of texts, including personal opinion
- b. Explains different reasons for reading, including for enjoyment
- c. Perseveres with challenging texts
- d. Can read and discuss the construction and meaning of different types of poetry
- e. Can compare and evaluate different texts against their intended purpose

2. Word reading and decoding

- a. Reads with fluency and stamina
- b. Can use a range of strategies to decode unfamiliar words without impacting on overall fluency
- c. Can read and understand the meaning of words with prefixes from the Year 5/6 curriculum
- d. Can read and understand the meaning of words with suffixes from the Year 5/6 curriculum
- e. Explains how punctuation and sentence construction is used to enhance meaning
- f. Uses knowledge of vocabulary and context to give meaning to new language

3. Comprehension (Retrieval)

- a. Retrieves key details and some quotations from the text to demonstrate understanding of key details/information in a text
- b. Identify explicit details from the text, showing exactly where in the text they found the information
- c. Is able to skim whole texts to answer recall questions
- d. Is able to scan whole texts to answer recall questions
- e. Can identify the text type according to key features
- f. Recognises common themes/styles in texts written by the same author
- g. Comments on the impact of organisational and presentational features of a text

4. Comprehension (Making inferences)

- a. Gives feasible, reasoned predictions based on evidence
- b. Explains isolated events from a text, in the context of the whole narrative
- c. Can summarise the main points from a whole text
- d. Can prove or disprove simple statements about a character by finding evidence in a text
- e. Begins to use evidence from description, dialogue and action to support their ideas
- f. Can empathise with a character's motives and behaviours

5. Comprehension (Language in context and choice of language)

- a. Explains clearly how vocabulary choices affect meaning in a range of text types
- b. Recognises a range of descriptive devices including figurative language
- d. Comments upon language choices/structures of different authors (particularly in poetry)
- e. Confidently uses new language from their own reading experiences in their written and spoken work
- f. Explains the use of sentence structures according to desired effect on the reader

6. Comprehension (Responding to the text)

- a. Explains the inclusion of different sections of a text i.e. tables in NF, flashbacks in narrative etc
- b. Selects information from across a text to explain or illustrate their ideas
- c. Compares the behaviour and feelings of different characters in a text

7. Comprehension (Themes and conventions)

- a. Identifies key themes and styles in books and extracts by a range of authors
- b. Can explain the importance of cultural or historical settings on how a text is composed

8. Oracy and reading

- a. Makes links between own reading experiences and that of others
- b. Constructs detailed responses about what they have read, demonstrating deep understanding and maturity as a reader
- c. Probes texts deeply through their own questioning and evaluation
- d. Confidently presents texts aloud to a range of audiences
- e. Uses information from the text to direct their presentation of it to others

