

Age-related expectations: Year Five

Reading

Word reading

1. Can fluently read a set text appropriate for their age.
2. Apply phonic knowledge and skills to read unfamiliar words.
3. Apply growing knowledge of root words, prefixes and suffixes (see National Curriculum, Appendix 1, Y5,6 list) to read aloud and to understand the meaning of unfamiliar words.
4. Apply knowledge of morphology and etymology to read and understand words.
5. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
6. Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
7. Explore the meaning of words in context, eg by using meaning-seeking strategies.

Finding and understanding facts

8. Understand books (and other texts) read independently, checking that text is meaningful and discuss what has been understood.
9. Identify significant ideas, events and characters and discuss their significance.
10. Summarise the main points / ideas drawn from a text (more than one paragraph), identifying key details that support the main ideas.
11. Use scanning to find and identify key information.
12. Read and re-read ahead to check for meaning.
13. Use meaning – seeking strategies to explore the meaning of idiomatic and figurative language.
14. Distinguish between statements of fact and opinion.
15. Retrieve, record and present information from more than one source of non-fiction eg when carrying out research.

Use text marking to identify key information. Summarise key information from different texts.

Finding and understanding clues

16. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.
17. Justify inferences with evidence from the text.
18. Make predictions from details stated and implied information.
19. Raise queries about texts and ask questions to improve understanding.

Infer meaning using evidence from the text and wider reading and personal experience. Empathise with different character's points of view.

Organisation

20. Read non-fiction texts and identify purpose, presentation and structures and evaluate how effective they are eg how much they contribute to the meaning of a text.
21. Use knowledge of structure of text type to find key information.
22. Read books (and other texts) that are structured in different ways.

Know the features of different narrative text types. For example – adventure, fantasy, myths. Know how the way a text is organised supports the purpose of the writing.

Writer's choice of language

23. Identify purpose and comment on word choice and grammatical features of a text.
24. Discuss and comment on the writer's use of language for effect, including figurative language, considering impact eg precisely chosen adjectives, similes and personification.
25. Identify formal and informal language.

Evaluate the impact on the reader of word choice and language for effect. Explain how punctuation marks the grammatical boundaries of sentences and gives meaning. Discuss and evaluate grammatical features used by writer – rhetorical questions, varied sentence lengths, varied sentence starters, empty words – to impact on the reader.

Readers' opinions

26. Participate in discussions about books (and other texts) that are read to them and those they can read for themselves.
27. Explain a personal point of view, giving reasons for their view.
28. Recommend books (and other texts) to peers, giving reasons for their choices.
29. Present the author's viewpoint of a text.

Build on their own and others' ideas and opinions about a text in discussion. Adapt own opinion in the light of further reading or others' ideas. Express opinions about a text, using evidence from the text, giving reasons and explanations. Point, evidence, explanation. (PEE)

Context

30. Read for a range of purposes.
31. Identify and discuss themes and conventions in and across a wide range of writing.
32. Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference / text books.
33. Increase familiarity with a range of books from our literary heritage and books from other cultures and traditions.
34. Identify the effect of the context on a text eg historical or other cultures.
35. Make connections and comparisons different versions of a text, other texts, prior knowledge and experience.
36. Raise queries about texts.

Compare texts by the same writer. Compare texts by different writers on the same topic.

Oral retelling and performance

37. Present an oral overview or summary of a text.
38. Read aloud and perform poems and plays, showing understanding through intonation, tone, volume and action.
39. Learn poems by heart eg narrative verse, haiku.
40. 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.