



Year Five Reading Expectations – updated November 2022

| Word Reading | Vocabulary, Book Talk & Oracy | Comprehension – Prediction | Comprehension – Inference | Explanation & Evaluation cont . . . | Theme & Comparison Continued |
|---|---|--|--|---|--|
| Apply their knowledge of root words, prefixes & suffixes (morphology & etymology) both to read aloud & to understand the meaning of new words | Ask questions about words they do not understand to enhance understanding of the texts, use a dictionary or other independent sources to check meaning and paraphrase own definitions | Make predictions about a text from given quotations and justify answer | Identify and discuss the significance of ideas, events and characters. | Discuss the purpose of a text and Identify how grammatical features, language structure, organisation, sentence length and precise word choice impact upon that purpose for the reader. | Compare and contrast plot, character, setting within a text, across a range of texts and different versions of the same story |
| | | Predicting what might happen from details stated and implied and justifying with text evidence | Draw inferences from a text, use evidence to support opinion and explain thinking.(PEE) | | |
| Re- read and read ahead to check for meaning | Investigate new vocabulary - making links between new words, known words, prior knowledge, make explicit links through entomological structure, root words, prefixes, suffixes, previous reading or personal experience | Evaluate if and why predictions were correct/incorrect | Answer inference test style questions (from a range of question stems . . . and styles) including using inference to provide more than one reason or expand on an answer providing evidence in a 3 mark Q | Express and explain personal views and preferences justifying them by referencing to the text, drawing on, comparing and contrasting examples | Articulate different themes, genres, authors including discussing different conventions |
| Present information, prepare poems and plays to read aloud and perform showing intonation through volume, tone and action | | Prediction - GD | Independently demonstrate the use the Active Reading Strategies of Questioning, Predicting, Connecting & Evaluating eg. Through a reading journal with a variety of responses which are increasingly more complex and through independent choice | | |
| Develop a positive attitude towards reading, develop stamina and follow the School's reading expectations Dark Blue – end of Autumn Term Dark Red – end of Summer Term | .Discuss word meanings making links to prior knowledge including evaluation through lines of intensity, zones of relevance & clines and select the most appropriate for purpose | | | Evaluation - GD | Comprehension - Summarising |
| | | | | Using and developing the skills of 'evaluate'. Compare effective and ineffective examples of text structure, sentence length, figurative language from texts | |
| Word Reading – Greater Depth | Vocabulary, Book Talk & Oracy - GD | Comprehension - Retrieval | Comprehension – Inference GD | | |
| Read independently for pleasure at length an increasing range of authors or more complex novels and texts – Reading record proof | Independently collect vocabulary and phrases from reading to apply into writing eg. A reading journal – take responsibility for organisation | Retrieve and record information from fiction and non-fiction answering a range of test question styles | Empathise with and compare different characters' points of view across the same text | Using and developing the skills of 'analyse' – eg. Critically analyse authorial techniques of a text through annotations | Independently Story map a text |
| Independently or collaboratively group read texts of greater complexity than the rest of the class | Independently & actively participate in discussion about texts they have both read individually and listened to. | Use text marking to identify key information and make notes across the curriculum | Choose from a range of incidental styles of writing to evidence inference from a text | Explain the impact of punctuation on a reader | Answer test style questions linked to summarising eg. Ordering a set of given statements, multiple choice on an alternative title for a text |
| Vocabulary, Book Talk & Oracy | Independently use sentence stems Express views, preferences and opinions | Present information that has been retrieved for a wide range of specific purposes and different audiences | Explanation & Evaluation | Comprehension – Theme & Comparison | |
| Expand vocabulary by learning collecting and using new words and phrases from reading, incl theme & correct spelling | | Retrieve information from across a whole text. | Ask and answer questions to improve understanding of themes and authorial intent or as in role as a character at a given point in the text | Compare different versions of text and talk about their similarities and differences. | Summarise - GD |
| Discuss texts they have both read individually and listened to applying sentence stems to: Express views, preferences and opinions with justifications Explain understanding eg. Reasons about events with justifications | | Retrieve information from more than one text. | Use meaning seeking strategies including making links to prior knowledge and experience to explain new words | Identify and discuss themes across a text including text style multiple choice questions | Summarise and compare information on a similar theme from different texts |
| | | Retrieval - GD | | Compare and contrast plot, character, setting within a text, across a range of texts and different versions of same story | |
| Discuss favourite words/phrases with justifications and examples from texts | | Independently retrieve information from texts and apply to own writing for a given purpose including different viewpoints, reasons or arguments across the curriculum. | Explore the meaning of idiomatic and figurative language | | |
| Discuss & justify favourite stories & texts | | | | | |

