

Reading Progression of Skills Year 5

Decoding/ Word-reading >2000 words	Inferential Reading	Fluency and Phrasing * 150 wpm	Literal Understanding & Retrieval	Response to Text
<ul style="list-style-type: none"> No direct teaching of word-reading skills is required for most children. They work out any unfamiliar words by applying their growing knowledge of root prefixes and suffixes (morphology and etymology). They read some of the exception words (Y5-6 list and similar). Attention is paid to new vocabulary, both its meaning and correct pronunciation. 	<p>Children learn to:</p> <ul style="list-style-type: none"> draw inferences independently, often justifying with textual evidence; make predictions from implied details, both before and after events; identify and discuss themes across a wide range of texts, both fiction, non-narrative and poetry; summarise main ideas; make comparisons within and across texts, referring to both reference points; discuss and explore the precise meaning of words and phrases in context. 	<ul style="list-style-type: none"> Read aloud a wider range of age-appropriate poetry and other texts with accuracy and at a reasonable speaking pace; read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity; prepare readings using appropriate intonation to show their understanding; notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly; read silently and then discuss what they have read; sight-read all Y3-4 exception words and some Y5-6 words (and similar) with automaticity. <p>*Reading speeds are approximate guides to average words per minute; pace of reading is only one indicator of fluency.</p>	<ul style="list-style-type: none"> Children can: discuss their understanding and explore the meaning of words in context; ask questions which develop their understanding; retrieve key details and begin to find quotations from a whole text; They are learning to locate the author or poet's viewpoint, either where it is explicitly stated, or when it can be retrieved through using similar words and phrases; understand some challenging vocabulary and its meaning within context, sometimes supported by using a dictionary or thesaurus. 	<ul style="list-style-type: none"> Children extend their familiarity with texts to include <i>modern fiction, fiction from our literary heritage, and books from other cultures</i>; during discussion, build on their own and others' ideas; maintain positive attitudes to reading texts structured in different ways for a range of purposes; during supported discussion, make comparisons within and across texts; with guidance, distinguish between <i>fact and opinion</i>; discuss and evaluate how authors use language, considering the <i>impact on the reader</i>; begin to understand <i>figurative language e.g. metaphor, personification</i>