

Year 5 Knowledge and Skills Progression Document- Reading

Working Towards Expected Standard	At Expected Standard	Greater Depth
<p>Retrieve, record and present information from non-fiction</p> <p>Distinguish between statements of fact and opinion</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p>	<p>Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within a book.</p> <p>Understand what he/she reads by asking questions to improve his/her understanding of complex texts</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in writing</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for his/her choices</p>	<p>Understand what he/she reads by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>



	<p>Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously</p> <p>Read aloud and understand the meaning of new words that he/she meets linked to the expectations of Year 5 spelling</p>	
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Retrieve Interpret Choice Perform Viewpoint/ Review Word Reading