Chillerton and Rookley and Godshill Primary – Whole School Reading Progression (ARE)

	Year 5		

	Working towards	**Expected**	**Greater Depths**
Word Reading (Phonic Knowledge)	Read most words effortlessly and attempt to decode unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues • Apply their growing knowledge of root word, prefixes and suffixes/word endings, including: -sion, -tion, -cial, -tial, -ant/-ance, -ent/-ence/- ency, -able, ably and –ible/-ibly to read aloud • Read all Y3/4 exception words, noting the unusual correspondences between spelling and sound and where these occur in the word. • Begin to read Y5/6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. • Use dictionaries to check the meaning of words they have read.	Read fluently, confidently and independently using strategies to work out any unfamiliar word • Decode any unfamiliar words with increasing speed and kill, recognising their meaning through contextual cues • Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of the words they meet in texts	• Read a wider range of challenging texts that are above chronological age with fluency and understanding. • Decode any unfamiliar words with increasing automaticity and recognise their meaning through contextual cues • Shows a deeper understanding of morphology and etymology.

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Reading Comprehension	• Read silently and discuss what they have read. • Reads aloud with appropriate intonation, showing awareness of the audience • Check that the text makes sense, questioning understanding with unfamiliar words or phrases • Choose a wider range of texts and books including authors that they may not have previously chosen • Recommend texts based on personal choice to peers • Recognise and explain structural conventions of common text types (e.g. headlines in newspapers, address in letters, headings in reports) • Know the difference between simile and metaphor and can spot the two in writing • Retrieve and record information from non-fiction using contents and index pages • Discuss language used in a variety of texts and explain how the writer has used these to enhance meaning • Identify main ideas drawn from more than one paragraph and summarise these •	See reading as a pleasurable activity. • Demonstrate appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry, to make the meaning clear to the audience • Recommend books to others based on own reading preferences. • Make comparisons within and across books • Demonstrate an increasing 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. • Understand the conventions of different types of writing such as the use of the first person in writing diaries and autobiographies. • Use some technical terms such as metaphor, simile, analogy, imagery, style and effect when discussing texts • Ask questions about a text to increase understanding • Accurately retrieve information from non-fiction texts using contents pages,	• Read for pleasure, discussing, comparing and evaluating in depth a wide range of genres including myths, legends, traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Show awareness of the audience when reading out loud, using a range of devices for effect • Recommend texts based on personal choice, giving reasons for these choices • Actively engage with a wide variety of genres Identify the characteristics of text types and differences between genres, providing examples from their wider reading experiences • Recognise themes in what they read such as loss or heroism • Make comparisons across more than one text, comparing characters, settings and themes • Evaluate the use of figurative language and explain how it has created an effect and impact on the reader • Navigate and efficiently retrieves a variety of information

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	Summarise stories in their own words • Draw inferences such as feelings, thoughts and motives from their actions and justify with evidence • Justify predictions using evidence from the text	indexes recording and summarising information found • Recognise themes within texts (e.g. loss or heroism); and can compare characters, settings, themes and other aspects within texts. • Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main idea. • Draw inferences and infer characters' feelings, thoughts and motives from their actions and justify with evidence • Make predictions based on details stated and implied with evidence from the text • Distinguish independently between statements of fact and opinion • Participate in discussions about books that are read to them and those they can read for themselves.	from a range of fiction and non-fiction sources • Show empathy towards a character and justify reasons for their actions or opinions. • Make notes when analysing texts, including précising paragraphs • Draw inferences and infer characters' feelings, thoughts and motives from their actions and justify with evidence • Make predictions based on details stated and implied with evidence from the text • Distinguish independently between statements of fact and opinion, providing reasoned justifications for their views • Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteous.