




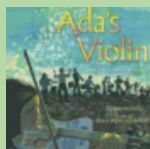




## Year 5

### End Points for Reading

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Key Texts:</b>	<b>The Unforgotten Coat</b> 	<b>The Explorer</b> 	<b>Who Let the Gods Out?</b> 	<b>Journey to the River Sea</b> 	<b>Wonder/The Chocolate Tree</b> 	<b>Ada's Violin</b> 
<b>Decode / word-reading:</b> phonics tricky words alphabet use of dictionary	Children confidently read 25 of the Y5/6 exception words	Children begin to read words by sight and use strategies in class to decode unfamiliar words applying their growing knowledge of root prefixes and suffixes (morphology and etymology).	Children identify the meaning of new words using a dictionary.  Children pronounce these words correctly.	Children confidently read 50 of the Y5/6 exception words  Decode unfamiliar words applying their growing knowledge of root prefixes and suffixes (morphology and etymology).	Children confidently read all words from the Y5/6 exception list.	Children confidently read all words from the Y5/6 exception list and similar  Children read more words by sight and use strategies in class to decode unfamiliar words applying their growing knowledge of root prefixes and suffixes (morphology and etymology).
<b>Comprehend, locate and retrieve:</b> vocabulary characters settings events information justify using text	Children begin to discuss their understanding and explore the meaning of words in context.  Children begin to retrieve key details.	Children begin to ask questions which develop their understanding.  Children retrieve key details.	Children retrieve key details and find quotations from a whole text.	Children can locate the author's viewpoint where it is explicitly stated.	Children can locate the author's viewpoint when it can be retrieved through using similar words and phrases  Children begin to understand challenging vocabulary and its meaning within context.	Children confidently understand some challenging vocabulary and its meaning within context, sometimes supported by using a dictionary or thesaurus.



## Year 5

### End Points for Reading

<b>Inferential understanding:</b> prediction sequencing events summary nuanced vocabulary	Make predictions from implied details; both before and after events	Discuss and explore the precise meaning of words and phrases in context.	Summarise the main ideas and make comparisons within and across texts	Begin to draw inferences, often justifying with textual evidence	Draw inferences, often justifying with textual evidence	Draw inferences independently, often justifying with textual evidence  Children have now identified and discussed themes across a wide range of texts, both fiction, non-narrative and poetry
<b>Respond to text:</b> evaluation response to author authorial effect and intent effect of vocabulary	Begin to understand <i>figurative language e.g. metaphor, personification.</i>	With guidance, distinguish between <i>fact and opinion</i>	During supported discussion, make comparisons within and across texts	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	Discuss and evaluate how authors use language, considering the <i>impact on the reader</i>
<b>Fluency and phrasing:</b> reading at 90% accuracy without overt segmenting and blending automaticity phrasing appropriate to meaning	Read aloud 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	Begin to prepare readings using appropriate intonation to show understanding; notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly	Read aloud a wider range of age-appropriate poetry  Read silently and then discuss what they have read;	Sight-read all Y3-4 exception words (and similar) with automaticity.	Sight read all Y5-6 words (and similar) with automaticity.  Confidently prepare readings using appropriate intonation; notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly