



### As a Year 5 Reader

#### **Word reading**

Shows stamina whilst reading age-appropriate books fluently and accurately whilst retaining speed and intonation.

Pupils apply these developed reading skills across a wider range of fiction; non-fiction and poetry. They are confident at applying these skills when they read texts across the curriculum that are unseen

#### **Skimming and scanning**

Locate information accurately through skimming to gain an overall sense of the text. Use skills of skimming and scanning to identify sections of text to read more carefully and re-read/read on as appropriate..

#### **1a/2a Vocabulary**

Collect unfamiliar vocabulary from texts they have read and define meanings and use of vocabulary. Begin to use these unfamiliar words in writing.

Identify when they do not understand the vocabulary used in a text and need to clarify the meaning.

Give increasingly plausible and precise explanations of words and meanings that fit with the context they are reading.

#### **1b/2b Retrieval**

Establish what is known about characters, events and ideas, retrieving details and examples from the text to back up their understanding.

Pupils can apply their retrieval skills across a wide range of age-appropriate children's literature.

Recognise retrieval questions and know that the information required for the answer will be stated or implied in the text.

**1c/2c Summarise/sequence**

Make regular, brief summaries of what they've read, identifying key points.

Summarise a complete short text or substantial section of a text.

Summarise what is known about a character, event or topic explaining any inferences and opinions by reference to the text.

**1d/2d Inference**

Understand what is implied about characters and begin to make judgements about their motivations and attitudes from the dialogue and actions.

**1e/2e Prediction**

Make regular and increasingly plausible predictions as they read, modifying their ideas as they read the next part of the text.

Learn to anticipate events based on their own experience, what has been read so far and knowledge of other texts.

**2f Explain**

Pupils select evidence from the text with ease and precision when justifying their opinions.

Pupils can discuss the difference between fact and opinion across a range of texts (including the wider curriculum)

Pupils are confident when verbally challenging each other discussing themes that emerge from high-quality texts.

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| <p><b>2g author's use</b></p> <p>Pupils understand how more demanding texts are organised and can discuss features of texts with confidence.</p> <p>Identify and discuss idiomatic phrases and expressions (metaphors, similes) met in texts, considering why authors might have used them.</p> |
| <p><b>2h – comparisons</b></p> <p>n/a</p>   |