

Year 5 Reading Progression

Reading Aloud	Word Reading	Vocabulary	Inference	Prediction	Explanation	Retrieval	Summarising
Discuss recurring literary language across poetry and narratives linked to age-appropriate texts and texts children read independently	Applying phonics (all children) Using strategies to accurately blend sounds in unfamiliar words*, especially recognising alternative sounds (graphemes/word families) <i>*vocabulary linked to your own tiered vocabulary, word lists, words from topics and curriculum subjects and words spelling rules taught at each year group.</i>	Explore the meaning of words in a given context within fiction and non-fiction	Draw inferences from within the text about themes and characters' and authors' viewpoints	Predict what may happen based on their understanding of the content and the themes within the text	Explain and develop their own views, and build effectively on the views of others, based on a text.	Use skimming and scanning to locate information efficiently across a range of sources	Summarise ideas, events and information from the text as a whole.
Recite poems by heart, using intonation, tone and volume to monitor the interest of the listener and adapt their recital	For children who didn't make the required phonic standard by Y2 Correctly and quickly read the graphemes for all 40+ phonemes, including the alternatives (graphemes/word families) – guidance use AfL to target the particular sound or family required. <i>AfL: what do the children need to help them read fluently and understand?</i>	Use age appropriate dictionaries and thesauri to check the meanings of words	Justify inferences and views with a variety of references from across the text		Distinguish between fact and opinion	Use contents, indexes, glossaries and sub-headings to locate relevant information	Identify an author's treatment of the same theme across one or several of their books/poems.
Read aloud and perform texts, monitoring the audience's interest and changing the performance accordingly	Apply their knowledge of root words, prefixes and suffixes to read aloud with confidence and without undue hesitation*	<i>Explain how words and phrases contribute to the meaning of the text</i>	Identify how the structure and presentation of texts* contributes to the meaning <i>*age-appropriate</i>			Identify the structural conventions of non-fiction in relation to the text type	Discuss their understanding of both texts they have read independently and those read to them
	<i>Note unusual correspondences and identify where these occur in the word, in relation to the Y5/6/ word list words</i>					Identify the language conventions of non-fiction in relation to the text type	
	Check that the text makes sense to them as they read and correct inaccurate reading					Make notes from several sources to gather information ^[1] _[SEP]	
						Refine notes by disregarding irrelevant information Explore and use their own techniques to make notes	