

Progression of Reading Skills
Year 5(B)

	T1	T2	T3	T4	T5	T6
Topic	South America	Amazon Rainforest	World War 2	World War 2 Local Study Wind In the Willows	Journeys and Trade	Early islamic Civilisation
KEY TEXTS: Fiction Non-fiction Poetry	<p>Fiction: The Explorer - Katherine Rundell</p> <p>Non-Fiction: Information texts about South America and Brazil</p> <p>Poetry: Dear Mother Earth. Jungle Rain.</p>	<p>Fiction: The Explorer - K. Rundell</p> <p>Non-Fiction: Conservation in the Rainforest.</p>	<p>Fiction: Friend or Foe - M. Morpurgo</p> <p>Fiction: When the Sky Falls - Phil Earle</p> <p>Non-Fiction texts about WW2</p>	<p>Fiction: The Wind in the Willows - K. Grahame</p> <p>Non-Fiction: Kent at War</p> <p>Poetry to learn by heart.</p>	<p>Fiction: The Wind in the Willows - K. Grahame</p> <p>Non-Fiction Texts linked to geography topic.</p>	<p>Non-Fiction: Early Islamic Civilisation</p> <p>Non-Fiction: The golden Age of Baghdad</p>
Subsidiary Texts	<p>The Mollie Bird - Jules Pottle</p> <p>Interpreting atlases</p> <p>The Amazon and Us - WWF publication.</p>	<p>The Vanishing Rainforest - R. Platt</p> <p>The Amazon and Us - WWF publication</p>	<p>Anne Frank's Diary - Anne Frank</p> <p>War Boy: A Wartime Childhood - M. Foreman</p> <p>The speeches of Winston Churchill</p>	<p>The Jabberwocky</p> <p>The Pig From a Railway Carriage</p> <p>The Tyger</p> <p>The Listeners</p>	<p>On the Move - M. Rosen</p>	<p>Amazing Muslims who changed the world.</p> <p>1001 inventions and awesome facts from the Muslim Civilisation.</p>

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Decode / Word-reading Phonics Common exception words	Consolidate from Year 4: <ul style="list-style-type: none"> • apply a growing knowledge of root words, prefixes and suffixes. • appreciation of morphology and etymology of words. • sight-read a wide range of the common exception words (Yr3/4 list). • attempt to decode any unfamiliar words with growing speed and accuracy. • understand some challenging vocabulary and its meaning within a context, sometimes supported by using a dictionary or thesaurus. 	Introduce or practise: <ul style="list-style-type: none"> • apply a growing knowledge of root words, prefixes and suffixes. • appreciation of morphology and etymology of words. • sight-read some common exception words from Year 5/6 list. • decoding any unfamiliar words with increasing speed and skill. • making sense of unfamiliar words using contextual clues. • interventions as necessary to achieve the above. 	Develop: <ul style="list-style-type: none"> • apply a growing knowledge of root words, prefixes and suffixes. • understanding of morphology and etymology of words. • sight-read most common exception words from Year 5/6 list. • decoding any unfamiliar words with increasing speed and skill. • making sense of unfamiliar words using contextual clues. • interventions as necessary to achieve the above. 	Embed: <ul style="list-style-type: none"> • apply a growing knowledge of root words, prefixes and suffixes. • understanding of morphology and etymology of words. • sight-read most common exception words from Year 5/6 list. • decoding any unfamiliar words with increasing speed and skill. • making sense of unfamiliar words using contextual clues. • interventions as necessary to achieve the above. 	Embed: <ul style="list-style-type: none"> • apply a growing knowledge of root words, prefixes and suffixes. • understanding of morphology and etymology of words. • sight-read all common exception words from Year 5/6 list. • decoding any unfamiliar words with increasing speed and skill. • making sense of unfamiliar words using contextual clues. • interventions as necessary to achieve the above. 	Embed: <ul style="list-style-type: none"> • apply a growing knowledge of root words, prefixes and suffixes. • understanding of morphology and etymology of words. • sight-read all common exception words from Year 5/6 list. • decoding any unfamiliar words with increasing speed and skill. • making sense of unfamiliar words using contextual clues. • interventions as necessary to achieve the above.

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<p>Fluency and Phrasing Reading at 90% accuracy without overt segmenting and blending. Automaticity Phrasing</p> <p>Year 5 target: 150 wpm</p>	<p>Consolidate from Year 4:</p> <ul style="list-style-type: none"> • reading aloud a wider range of texts with accuracy and reasonable speaking pace. • reading most words (from age-appropriate texts) effortlessly and working out how to pronounce unfamiliar words. • noticing and responding to punctuation and phrasing when reading aloud. • notice where commas create phrasing within sentences. • read with expression, using punctuation to support meaning, including multi-clause sentences. • recite poems with greater awareness to the listener. 	<p>Introduce or practise:</p> <ul style="list-style-type: none"> • reading aloud a wider range of texts with accuracy and reasonable speaking pace. • reading most words (from age-appropriate texts) effortlessly and working out how to pronounce unfamiliar words. • noticing and responding to punctuation and phrasing when reading aloud. • learn and recite a wider range of poetry, sometimes by heart. 	<p>Develop:</p> <ul style="list-style-type: none"> • reading aloud a wider range of texts with accuracy and reasonable speaking pace. • reading most words (from age-appropriate texts) effortlessly and working out how to pronounce unfamiliar words. • noticing and responding to punctuation and phrasing when reading aloud. • notice more sophisticated punctuation e.g. parenthesis and use expression accordingly. • read silently and then discuss what they have read. • prepare readings using appropriate intonation to show understanding. 	<p>Embed:</p> <ul style="list-style-type: none"> • reading aloud a wider range of texts with accuracy and reasonable speaking pace. • reading most words (from age-appropriate texts) effortlessly and working out how to pronounce unfamiliar words. • noticing and responding to punctuation and phrasing when reading aloud. • notice more sophisticated punctuation e.g. parenthesis and use expression accordingly. • read silently and then discuss what they have read. • prepare readings using appropriate intonation to show understanding. • gain, maintain and monitor the interest of the listener. 	<p>Embed:</p> <ul style="list-style-type: none"> • reading aloud a wider range of texts with accuracy and reasonable speaking pace. • reading most words (from age-appropriate texts) effortlessly and working out how to pronounce unfamiliar words. • noticing and responding to punctuation and phrasing when reading aloud. • notice more sophisticated punctuation e.g. parenthesis and use expression accordingly. • read silently and then discuss what they have read. • prepare readings using appropriate intonation to show understanding. • gain, maintain and monitor the interest of the listener. 	<p>Embed:</p> <ul style="list-style-type: none"> • read aloud and perform poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to the audience.

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Literal Understanding and Retrieval. Vocabulary Characters Settings Events Information Justify using text	Consolidate from Year 4: <ul style="list-style-type: none"> understand that there may be unfamiliar words in the text. use dictionaries to check or find the meaning of unfamiliar words. use a thesaurus to find synonyms for a larger variety of words. use skimming techniques (including text marking) to locate vocabulary or information. practise 'find and copy' skills within a range of text types. retrieve, record and present information from a wide variety of non-fiction texts linked to our topic. find examples of figurative language and discuss how this impacts the reader and contributes to meaning or mood. 	Introduce or practise: <ul style="list-style-type: none"> complete timed skimming and scanning tasks across a range of text types. complete timed 'find and copy' skills, checking they are copying the right information. retrieve, record and present information from a wide variety of non-fiction texts linked to our topic. find examples of figurative language and discuss how this impacts the reader and contributes to meaning or mood. using non-fiction materials for purposeful information retrieval. Word of the Day to expand vocabulary. 	Develop: <ul style="list-style-type: none"> use skimming, scanning and text marking to support answers to questions which require analysis. discuss understanding and explore the meaning of words in context. independently locating information and providing reasoned justifications for their views. 'prove it' by beginning to find accurate quotations from a whole text (APE) locate the author or poet's viewpoint. Word of the Day to expand vocabulary. 	Embed: <ul style="list-style-type: none"> complete timed skimming, scanning and text marking tasks to support answers to questions which require analysis. discuss understanding and explore the meaning of words in context. independently locating information and providing reasoned justifications for their views. 'prove it' by finding accurate quotations from a whole text (APE) locate the author or poet's point of view. retrieving and summarising details to support opinions and predictions. using non-fiction materials for purposeful information retrieval. Word of the Day to expand vocab- 	Embed: <ul style="list-style-type: none"> complete timed skimming, scanning and text marking tasks to support answers to questions which require analysis. discuss understanding and explore the meaning of words in context. independently locating information and providing reasoned justifications for their views. 'prove it' by finding accurate quotations from a whole text (APE) locate the author or poet's point of view. retrieving and summarising details to support opinions and predictions. using non-fiction materials for purposeful information retrieval. Word of the Day to expand vocab- 	Embed: <ul style="list-style-type: none"> complete timed skimming, scanning and text marking tasks to support answers to questions which require analysis. discuss understanding and explore the meaning of words in context. independently locating information and providing reasoned justifications for their views. 'prove it' by finding accurate quotations from a whole text (APE) locate the author or poet's point of view. retrieving and summarising details to support opinions and predictions. using non-fiction materials for purposeful information retrieval. Word of the Day to expand vocab-

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Inferential Understanding (higher order skills) Nuanced vocabulary Prediction Sequencing events Analysis Summary	Consolidate from Year 4: <ul style="list-style-type: none"> • identify and discuss themes across a text. • make observations and draw inferences based on a character's feelings and thoughts. • justify inferences with textual evidence. • predict what might happen from implied details. • introduce and practise: • use figurative language to infer meaning. 	Introduce or practise: <ul style="list-style-type: none"> • draw inferences, justifying with textual evidence. • identify and discuss themes. • make observations and draw inferences about a main character. • discuss how characters change and develop through texts by drawing inferences based on indirect clues. • make reasoned predictions from implied details with relevant evidence from the text. • summarise main ideas across a whole text. • use figurative language to infer meaning. 	Develop: <ul style="list-style-type: none"> • draw inferences, justifying with textual evidence. • discuss how characters change and develop through texts by drawing inferences based on indirect clues. • make reasoned predictions from implied details with relevant evidence from the text. • draw out key information to summarise the main ideas in a text. • use figurative language to infer meaning. 	Embed: <ul style="list-style-type: none"> • begin to draw evidence from more than one place across a text. • discuss how characters change and develop through texts by drawing inferences based on indirect clues. • make reasoned predictions from implied details with relevant evidence from the text. • drawing out key information to summarise the main ideas in a text. • use figurative language to infer meaning. 	Embed: <ul style="list-style-type: none"> • draw evidence from more than one place across a text. • identify and discuss themes across a wide range of texts. • discuss how characters change and develop through texts by drawing inferences based on indirect clues. • make reasoned predictions from implied details with relevant evidence from the text. • drawing out key information to summarise the main ideas in a text. 	Embed: <ul style="list-style-type: none"> • draw evidence from more than one place across a text. • identify and discuss themes across a wide range of texts, both fiction, non-fiction and poetry. • summarise the main ideas drawn from more than one paragraph, page, chapter or whole text. • discuss and explore the precise meaning of words and phrases in context in context.

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Respond to Text Effect of Vocabulary Explanation Authorial Effect and Intent Comparing and Contrasting Discussion and Viewpoint	Consolidate from Year 4: <ul style="list-style-type: none"> explore different genres by examining their features. participate in discussions about books, building on own ideas and challenging each other courteously. Introduce and practise: <ul style="list-style-type: none"> identify and evaluating the use of language and how it is used for effect, including figurative language and technical vocabulary. discuss impressions of a character. recommend books for peers. 	Introduce or practise: <ul style="list-style-type: none"> considering different accounts of the same event and to discuss viewpoints. distinguishing between fact and opinion. analysing and evaluating the use of language, talking about the effect of words and phrases on the reader. identify and talk about the use of figurative language and its impact. discuss impressions of a character. recommend books for peers. 	Develop: <ul style="list-style-type: none"> make comparisons within and across texts. distinguishing between statements of fact and opinion. discuss impressions of a character using evidence from the text. analysing and evaluating the use of language, talking about the effect of words and phrases on the reader. explore texts structured in different ways for a range of purposes. recommend books for peers in detail. begin to challenge points of view. 	Embed: <ul style="list-style-type: none"> make comparisons within and across texts, distinguishing between fact and opinion. discuss impressions of a character using evidence from the text or quotations. analysing and evaluating the use of language, talking about the effect of words and phrases on the reader. explore texts structured in different ways for a range of purposes. provide increasingly reasoned justifications for my views. recommend books for peers in detail. challenge points of view. 	Embed: <ul style="list-style-type: none"> make comparisons within and across texts, referring to both reference points. analysing and evaluating the use of language and how it is used for effect. distinguishing between statements of fact and opinion. explore texts structured in different ways for a range of purposes. provide increasingly reasoned justifications for my views. recommend books for peers in detail. 	Embed: <ul style="list-style-type: none"> make comparisons within and across texts, referring to both reference points. analysing and evaluating the use of language and how it is used for effect. explore texts structured in different ways for a range of purposes. provide increasingly reasoned justifications for my views. recommend books for peers in detail.