

Year 5

Reading progression

- Tick where the statement is met. Dot if partially met.
- Use to help inform your profile of children’s reading ability.
- Add up number of ticks and use assessment score to help inform teacher assessment.
- Complete assessment for at least one child in each of your guided groups.
- It may be helpful to complete an assessment for each child working at Beginning or below to provide personalised next steps.

| Autumn | Spring | Summer | <p>Year 5 age appropriate level: Beginning: OUP Level 16 – Dark Blue and Teal Within: OUP Level 16 – Dark Blue and Teal Secure: OUP Level 17 – Dark Red and Purple Mastery: OUP Level 18 – Dark Red and Gold</p> <p>Bold text is taken from 2016 KS2 interim exemplification document. Please focus on these</p> |
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| | | | <p>Word Reading</p> <p>I can read aloud and understand the meaning of Y5 words on the Year 5 word list</p> <p>I can use my growing knowledge of root words, prefixes and suffixes (including –cious, - tious, -cial, -tial, -ible, -able) to read and understand the meaning of words</p> <p>I independently self-correct as I read and question the meanings of words using the context to help me</p> <p>I can apply appropriate strategies for decoding unfamiliar words (e.g. phonics, words within words, syllables, context)</p> <p>I can read aloud with expression and intonation, using a range of punctuation e.g. brackets, colons, apostrophes</p> <p>I can read accurately, fluently and with pace, using age appropriate texts including short novels</p> |
| | | | <p>Mastery (Secure+):</p> <p>I choose to read challenging texts fluently and with understanding</p> |
| | | | <p>Comprehension</p> <p>I can work out the meaning of words from context</p> <p>I continue to read for pleasure and can recommend books to my peers, giving reasons for my choices</p> <p>I can explain and discuss my understanding of what I have read, using evidence</p> |

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| | | <p>I can discuss and compare a wide range of texts including fiction, non-fiction including reference books, poetry, plays</p> <p>I can read books that are structured in different ways for a range of purposes (e.g. within other subjects)</p> <p>I am becoming familiar with a wide range of books both modern and classics from a variety of cultures and traditions including myths, legends and traditional stories</p> <p>I can identify and discuss themes and conventions in and across of texts e.g. loss, bravery, resilience, suspense, cliff hangers, twist in plot</p> <p>I can make comparisons within and across books e.g. character, setting, plot, structure, themes, information</p> <p>I can learn a wide range of poetry by heart</p> <p>I can prepare poems and plays to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>I can draw inferences e.g. characters feeling, thoughts and motives from actions, justifying inferences with evidence</p> <p>I can predict what might happen from details stated and implied</p> <p>I can summarise the main ideas from more than one paragraph</p> <p>I can identify how structure and presentation contribute to meaning</p> <p>I can discuss and evaluate how authors use language, including figurative, considering impact on the reader</p> <p>I can distinguish between facts and opinion</p> <p>I can retrieve and record information from non-fiction e.g. text marking, annotations and then present my findings in a different format</p> <p>I can discuss and build on my own and others ideas, challenging views courteously</p> <p>I can ask an appropriate question about a text to help me understand</p> <p>I can provide reasoned justifications for my views</p> |
| | | <p>Mastery (Secure+):</p> <p>I can justify preferences in terms of authors styles and themes</p> <p>I can decide on the quality and usefulness of a range of texts, explaining my thoughts clearly to others</p> |

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| | | | <p>I can explore potential alternatives that could have occurred in texts e.g. a different ending, referring to text to justify their ideas</p> <p>I can identify the point of view from which the text is written with supporting evidence e.g. bias, narrator or character</p> |
| <p>Assessment score:</p> <p>Word Reading (out of 7): Not yet achieved: 1 or less ticks Beginning: 2 ticks Within: 3 – 4 ticks Secure: 5 – 6 ticks Mastery: 7 ticks</p> <p>Comprehension (out of 25): Not yet achieved: less than 3 ticks Beginning: 4 - 7 ticks Within: 8 -15 ticks Secure: 16 - 20 ticks Mastery: 21 -25 ticks</p> <p>Overall reading assessment: Beginning: 6 - 9 ticks overall, Within: 11 -19 ticks overall Secure: 20 - 26 ticks overall Mastery: 28 - 32 ticks overall</p> | | | |