



Reading expectations

Year 5

Working at the expected standard

Word Reading			
Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words			
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word			
Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words			
Re-read and read ahead to check for meaning			

Reading Comprehension			
Become familiar with and talk about a wide range of books, including myths, legends and traditional stories and books from other cultures and traditions and know their features			
Read non-fiction texts and identify purpose and structures and grammatical features and evaluate how effective they are			
Identify significant ideas, events and characters and discuss their significance			
Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action			
Use meaning-seeking strategies to explore the meaning of words including idiomatic and figurative language in context			
Identify and comment on writer's use of language for effect. for example, precisely chosen adjectives, similes and personification			
Identify grammatical features used by writer – rhetorical questions, varied sentence lengths, varied sentence starters, empty words – to impact on the reader			
Draw and justify inferences such as inferring characters' feelings, thoughts and motives from their actions, using evidence from the text			
Make predictions from what has been read			
Summarise the main ideas drawn from a text			
Identify the effect of the context on a text; for example, historical or other cultures			
Identify how language, structure and presentation contribute to the meaning of a text			
Express a personal point of view about a text, giving reasons			
Make connections between other similar texts, prior knowledge and experience			
Compare different versions of texts and talk about their differences and similarities			
Listen, respond and build on others' ideas and opinions about a text			
Present an oral overview and personal point of view or summary of a text			
Present the author's viewpoint of a text			
Use knowledge of structure of text type to find key information			
Use text marking to identify key information in a text			
Make notes from text marking			



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Working at greater depth			
Express opinions about a text, using evidence from the text, giving reasons and explanations. Point, evidence, explanation. (PEE)			
Adapt own opinion in the light of further reading or others' ideas			
Identify formal and informal language			
Know the features of different narrative text types; for example, adventure, fantasy, myths			
Compare texts by the same writer			
Compare texts by different writers on the same topic			
Summarise key information from different texts			
Empathise with different character's points of view			
Infer meaning using evidence from the text and wider reading and personal experience			
Explain how a writer's use of language and grammatical features have been used to create effects and impact on the reader			
Explain how punctuation marks the grammatical boundaries of sentences and gives meaning			
Know how the way a text is organised supports the purpose of the writing			
Use scanning and text marking to find and identify key information			