

**Cold Harbour C of E Primary School - Reading Progression**  
**All children develop pleasure in reading and motivation to read.**

Year 5 Level 5	Book Band/Lexile Level	AF1 – use a range of strategies, including accurate decoding of text, to read for meaning	AF2 – understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text	AF3 – deduce, infer or interpret information, events or ideas from texts.	AF4 – identify and comment on the structure and organisation of texts, inc. grammatical and presentational features at text level.	AF5 – explain and comment on writer’s use of language, inc. grammatical and literary features at word and sentence level.	AF6 – identify and comment on writer’s purposes and viewpoints, and the overall effect of the text on the reader.	AF7 – relate texts to their social, cultural and historical traditions.
Year 5 Autumn 1 5b	<b>800-825</b>	<ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</li> <li>• read confidently and efficiently a range of texts, showing mastery of reading voice to read aloud to others a variety of genres, in a range of situations</li> </ul>	<ul style="list-style-type: none"> <li>• with support, checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• asking relevant questions, sometimes with prompting, to improve their understanding</li> <li>• summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</li> </ul>	<ul style="list-style-type: none"> <li>• confidently and effectively draws inferences using a range of strategies to interpret characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence from the text</li> </ul>	<ul style="list-style-type: none"> <li>• continuing to read and discuss an increasingly wide range of fiction.</li> <li>• reading books that are structured in different ways and reading for a range of purposes - recognising and celebrating their differences and selecting books for specific purposes.</li> <li>• making comparisons within and across books</li> </ul>	<ul style="list-style-type: none"> <li>• use dictionaries to check for meaning, explain and/or comment on use of language</li> </ul>	<ul style="list-style-type: none"> <li>• identifying how language, structure and presentation contribute to meaning e.g. discuss author choices for style of writing and overall effect on reader</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>	<ul style="list-style-type: none"> <li>• recommending books that they have read to their peers, giving reasons for their choices</li> <li>• participate in discussions about books, building on their own and others’ ideas and challenging views courteously</li> </ul>
Year 5 Autumn 2 5b+	<b>800-825</b>	<ul style="list-style-type: none"> <li>• continue to apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the</li> </ul>	<ul style="list-style-type: none"> <li>• describe the main ideas/messages conveyed in a poem/narrative</li> <li>• retrieve and record key words for meaning e.g. find and copy questions,</li> </ul>	<ul style="list-style-type: none"> <li>• further prediction skills by using specific details stated and implied, along with examples from text to suggest idea and explain e.g. What would she do on arrival to</li> </ul>	<ul style="list-style-type: none"> <li>• increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage,</li> </ul>	<ul style="list-style-type: none"> <li>• learning a wider range of poetry by heart</li> <li>• preparing poems and plays to read aloud and to perform, begin to show an understanding of</li> </ul>		<ul style="list-style-type: none"> <li>• when reading, begin to make links to social, cultural and historical traditions established in the text e.g. when was the text written? What was</li> </ul>

		<p>meaning of new words that they meet</p> <ul style="list-style-type: none"> <li>•expand reading voice to include intonation and expression when reading a wider range of grammatical features learnt in KS2 - parenthesis, colons, commas for clarity.</li> </ul> <p>*Develop the skill of reading with more pace and fluency to self, self-correcting when text errors are made or something doesn't make sense and find strategies for decoding errors and finding word meanings.</p>	<p>replace word questions</p> <ul style="list-style-type: none"> <li>• understand the meanings of words in context and begin to evidence understanding e.g. What does the word 'spat' suggest about...?</li> </ul>	<p>the island? Explain.. How can you tell?</p>	<p>and books from other cultures and traditions</p> <ul style="list-style-type: none"> <li>• identifying and discussing themes and conventions in and across a wide range of writing</li> </ul>	<p>the use of intonation, tone and volume so that the meaning is clear to an audience.</p>		<p>happening at this time? How could this have influenced the writer? Would this have been written in the same way today?</p>
<p><b>Year 5 Spring 1 5w</b></p>	<p><b>825-850</b></p>	<p>*read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <ul style="list-style-type: none"> <li>•continue to expand reading voice in light of new grammar knowledge - modal verbs, rhetorical questions</li> </ul>	<ul style="list-style-type: none"> <li>• learn how to distinguish between statements of fact and opinion</li> <li>• retrieve, record and present information from non-fiction texts, looking closely at key details e.g. matching events to dates, true or false questions</li> </ul>	<ul style="list-style-type: none"> <li>• with increasing accuracy, read and interpret information presented in a range of formats e.g. diagrams, tables, to answer questions e.g. what evidence is there to suggest that...?</li> </ul>	<ul style="list-style-type: none"> <li>• selecting, reading and/or listening to and discussing a wide range of non-fiction and reference books or textbooks and consider the purpose of reading material, making choices between which texts are most useful for different purposes</li> </ul>		<ul style="list-style-type: none"> <li>•Critically evaluate the choices made by the writer for presentation of information e.g. As a reader, how do you feel about the use of...? Could this be presented in a more efficient way?</li> </ul>	<ul style="list-style-type: none"> <li>• explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views</li> </ul>
<p><b>Year 5 Spring 2 5w+</b></p>	<p><b>825-850</b></p>	<p>*consolidate recognition and pace of further exception words.</p>	<ul style="list-style-type: none"> <li>•use quotations from the text to answer questions e.g. select three</li> </ul>	<ul style="list-style-type: none"> <li>• continue to draw further inferences by making links to existing knowledge of the poet, genre</li> </ul>		<ul style="list-style-type: none"> <li>• continue to learn a wider range of poetry by heart</li> <li>• preparing poems and plays to read</li> </ul>	<ul style="list-style-type: none"> <li>• consider and unpick the viewpoints for the text being read e.g. what is the writer's</li> </ul>	

		<ul style="list-style-type: none"> <li>•continue to expand reading voice by modifying use of voice for formal/informal genres.</li> </ul>	words that describe the...	and grammatical feature, justifying inferences with evidence. E.g. What do you think is happening here? Who do you think the poem is written about/for/to? What is the message?		aloud and to perform, showing a deeper understanding of using intonation, tone and volume to convey the meaning is clear to an audience	viewpoint? How is this similar to...and different from...? What did the text make you think about?	
<b>Year 5 Summer 1 5s</b>	<b>850-875</b>	<ul style="list-style-type: none"> <li>*Read exception words readily and efficiently in texts.</li> <li>•Explore use of pace and volume in reading voice to create tension or suspense e.g. reading shorter sentences more quickly</li> <li>•Nurture the skill of reading with pace and fluency to self, self-correcting when text errors are made or something doesn't make sense and find strategies for decoding errors and finding word meanings.</li> </ul>	<ul style="list-style-type: none"> <li>• identify and describe the main plot in a play, with support unpick the subplots</li> <li>• retrieve and select key words for meaning e.g. what word is used to describe___? Find and copy a group of words that shows...</li> <li>• understand the meanings of words in context e.g. which word closely matches the meaning of the word...?</li> </ul>	<ul style="list-style-type: none"> <li>•use existing knowledge of character traits and understanding of character/plot development to make detailed inferences based on what is known e.g. I think this..because I know that...</li> <li>• make informed and calculated predictions with consideration of author/genre style e.g. I think this..because I know that this genre lends itself to...</li> </ul>	<ul style="list-style-type: none"> <li>•being to critically review the presentational style and grammatical choices across a range of books. E.g. Which character description was better? Why? Was there any part you didn't like? What would you change about it? Which book did you prefer? Why? Are there any words/phrases that you would like to remember to use in your own writing?</li> </ul>			<ul style="list-style-type: none"> <li>•Reflect on story plots, motives and character depictions, thoughts/feelings and link to personal, social experiences e.g. do you agree/disagree with the character? Have you ever been in the character's shoes? What would you do?</li> </ul>
<b>Year 5 Summer 2 5s+</b>	<b>875-950</b>	sound knowledge of root words enables effective understanding of word meanings. Reading voice is becoming creative and the child is experimenting with using a range of strategies to engage the listener when reading aloud e.g.	increasingly confident in navigating a variety of text-types to locate, select and retrieve specific pieces of information and developing a good grasp of word meaning in a range of contexts	confidently infers and deduces across a variety of genres, providing considered explanations supported by evidence from text				

		intonation, volume and effective use of grammar as the author intended it be read.						
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