

**Tower Hill Primary School Reading Progression Framework – Year 5**

Year 5		Word Reading	Comprehension
Ongoing, in school provision and approaches		<ul style="list-style-type: none"> <li>❖ <i>Read aloud books closely matched to their improving phonic and decoding knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Maintain positive attitudes to reading and understanding of what they read by:</b> <ul style="list-style-type: none"> <li>○ Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>○ Reading books that are structured in different ways and reading for a range of purposes</li> <li>○ <b>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</b></li> <li>○ Recommending books that they have read to their peers, giving reasons for their choices</li> <li>○ Learning a wider range of poetry by heart</li> <li>○ Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul> </li> <li>• <b>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</b></li> <li>• Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> <li>• <b>Provide reasoned justifications for their views</b></li> </ul>
	Phase 1	<ul style="list-style-type: none"> <li>• Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> <li>• Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> <li>❖ <i>Review importance of syllables and stressed and unstressed vowels to support reading aloud</i></li> <li>❖ <i>Read and understand the different meanings of homophones linked to word class/function</i></li> <li>❖ <i>Begin to identify that -ough can be pronounced 7 different ways and select the correct pronunciation for the word read</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Maintain positive attitudes to reading and understanding of what they read by:</b> <ul style="list-style-type: none"> <li>○ Identifying and discussing themes and conventions in and across a wide range of writing <ul style="list-style-type: none"> <li>▪ Identify and discuss themes and conventions, e.g. 'heroism' or 'loss', across a range of age-appropriate texts, explaining the theme in the context of the writing</li> </ul> </li> <li>○ Making comparisons within and across books <ul style="list-style-type: none"> <li>▪ Compare information, characters or events within and between age-appropriate texts</li> </ul> </li> </ul> </li> <li>• <b>Understand what they read by:</b> <ul style="list-style-type: none"> <li>○ <b>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</b> <ul style="list-style-type: none"> <li>▪ Use contextual and genre knowledge to determine alternate meanings of known words</li> <li>▪ Use language, structural and presentational features to support understanding of age-appropriate texts</li> </ul> </li> <li>○ Asking questions to improve their understanding</li> <li>○ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <ul style="list-style-type: none"> <li>▪ Infer meaning using evidence from the text and wider experiences</li> </ul> </li> <li>○ Predicting what might happen from details stated and implied <ul style="list-style-type: none"> <li>▪ Make predictions and express opinions, often justifying these with reference to the text</li> </ul> </li> <li>○ <b>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</b> <ul style="list-style-type: none"> <li>▪ Skim and scan efficiently for vocabulary, key ideas and facts on both the printed page and screen</li> <li>▪ Retrieve and collate main ideas from more than one place within an age-appropriate text</li> </ul> </li> <li>○ Identifying how language, structure and presentation contribute to meaning <ul style="list-style-type: none"> <li>▪ Identify and comment on genre-specific language features used in age-appropriate texts, e.g. related language to convey information in a non-fiction text</li> <li>▪ Discuss how the organisation of a text supports its purpose, e.g. persuading, explaining, informing etc.</li> </ul> </li> </ul> </li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader <ul style="list-style-type: none"> <li>▪ Identify and explain the author's point of view with reference to the text</li> <li>▪ Understand and begin to use technical terms to discuss language effects, e.g. simile, metaphor, personification, with reference to the text</li> </ul> </li> <li>• Distinguish between statements of fact and opinion</li> <li>• <b>Retrieve, record and present information from non-fiction</b></li> </ul>
	Phase 2	<ul style="list-style-type: none"> <li>❖ <i>Read words from compulsory Year 5/6 spelling list with unusual GPC e.g. bruise, determined, embarrass</i></li> <li>❖ <i>Read and identify verb suffixes (noun to verb) e.g. -ate, -ise, -ify</i></li> <li>❖ <i>Understand silent letters linked to etymology - used for pronounced.</i></li> <li>❖ <i>Read and identify suffixes: ant/ance/ence for making nouns and ent for making adjectives</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Maintain positive attitudes to reading and understanding of what they read by:</b> <ul style="list-style-type: none"> <li>▪ Consider the similarities and differences in approaches taken and viewpoints of authors and of fictional characters</li> <li>▪ Notice how presentational and organisational choices vary according to the form and purpose of the writing</li> </ul> </li> <li>• <b>Understand what they read by:</b> <ul style="list-style-type: none"> <li>▪ Refer accurately to elements from across the text to support predictions and opinions</li> <li>▪ Begin to make links between the authors' use of language and the inferences drawn</li> <li>▪ Summarise main ideas in a series of sentences from more than one place within an age-appropriate text</li> <li>▪ Identify how presentational and organisational choices vary according to the form and purpose of the writing</li> <li>▪ Draw meaning from a range of presentational devices in non-fiction texts</li> <li>▪ Discuss and evaluate the intended impact of the language used with reference to the text</li> </ul> </li> </ul>
	Phase 3	<ul style="list-style-type: none"> <li>❖ <i>Read individual words accurately, which might be key to the meaning of a sentence or paragraph, to improve comprehension</i></li> <li>❖ <i>Look at word families and how pronunciation can shift e.g. night, doubt, lamb, solemn, island</i></li> <li>❖ <i>Read and identify suffixes cious/tious for making adjectives</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Maintain positive attitudes to reading and understanding of what they read by:</b> <ul style="list-style-type: none"> <li>▪ Explain and justify comparisons within and between books with reference to key details</li> <li>▪ Make simple links between age-appropriate texts and their audience, purpose, time and culture</li> </ul> </li> <li>• <b>Understand what they read by:</b> <ul style="list-style-type: none"> <li>▪ Summarise main ideas in a series of sentences from more than one place within an age-appropriate text using own words and key vocabulary from the text</li> </ul> </li> </ul>