

Year 5	
Decoding text	Read age-appropriate texts by:
	focusing on all the letters in a word (to avoid inaccuracies e.g reading 'invitation' for 'imitation' because it's more familiar)
	reading most words automatically including many Y5/6 further exception words
	quickly recognising and being able to pronounce a wider range of prefixes and suffixes including -fer, -ance, -ancy, -ent, -ence, -ency, -ible, -able
	Develop reading fluency by:
	reading smoothly and accurately with appropriate expression and intonation that matches their interpretation of the text
Comprehending Text	Develop the language and vocabulary needed to understand text by:
	discussing how morphology helps to understand unfamiliar words
	discussing how inference and context help to understand unfamiliar words
	using a dictionary to check a suggested meaning and consider which definition is the most relevant to the context
	Understand texts they can read accurately and fluently and those they listen to by:
	drawing on background knowledge particularly from other texts to identify and relate to themes
	asking questions about ideas and themes as they read
	making predictions as they read drawing on prior knowledge from texts and their own experiences
	using information in the text to evaluate the plausibility of their assumptions
	noticing when they do not understand an idea or theme in the text and using a range of strategies to support their understanding
	using information given and implied to identify and explore key ideas and themes.
	examining their reasoning and providing evidence from the text to justify their assumptions.
	making regular, brief summaries of what has been read, considering what is known or can be inferred about a character, event or theme.

Responding to text	Show their understanding of texts they have heard and read by:
	building on their own and others' ideas and challenging views courteously
	recognising discussing, and using drama techniques to explore themes; compare characters; compare differing accounts and viewpoints
	using information they have gathered from fiction and non-fiction to participate in debates and to create formal presentations.
	Develop a positive attitude to reading by:
	reading and discussing an increasingly wide range of poetry, plays, non-fiction (including reference books or textbooks) and fiction including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
	reading books from a wide range of genres and authors and discussing with others
Analysing Text	Evaluate how authors use language structures and presentation by:
	analysing how organisational and presentational features e.g., bullet points, text boxes, captions etc. support purpose
	recognising the purpose behind structural decisions e.g., paragraph breaks, shifts in perspective
	recognising the impact of figurative language e.g., metaphor, idioms, personification
	recognising how language choices affect the reader's understanding and feelings

Vocabulary	Audience Authorial technique Character Compare Comprehension Context Cues Deduction Effect Features Fiction Figurative Genre Impact Implied Inference Intonation Justify Metaphor Non-fiction Prediction Retrieval Setting Summarised Theme Tone
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	Viewpoint Vocabulary
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