



# Year 5 Reading Tracker

## Bowerham Primary and Nursery School

### Key Learning in Reading: Year 5

Word Reading	Comprehension
<p>As above and:</p> <ul style="list-style-type: none"> <li>Read books at an age appropriate interest level.</li> <li>Use knowledge of root words to understand meanings of words.</li> <li>Use suffixes to understand meanings e.g. <i>-ant, -ance, -ancy, -ent, -ence, -ency, -ible, -able, -ibly, -ably</i>.</li> <li>Read and understand words from the Year 5 list (selected from the statutory Year 5/6 word list) - see below</li> </ul>	<p>As above and:</p> <p><b>Maintaining positive attitudes to reading</b></p> <ul style="list-style-type: none"> <li>Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves.</li> <li>Regularly listen to whole novels read aloud by the teacher from an increasing range of authors.</li> <li>Recommend books to their peers with reasons for choices.</li> <li>Read books and texts that are structured in different ways for a range of purposes.</li> <li>Express preferences about a wider range of books including modern fiction, traditional stories, myths and legends.</li> <li>Learn a wider range of poems by heart.</li> <li>Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.</li> </ul> <p><b>Understanding texts they read independently and those which are read to them</b></p> <ul style="list-style-type: none"> <li>Explain the meaning of words within the context of the text.</li> <li>Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</li> <li>Check that the book makes sense to them and demonstrate understanding e.g. <i>through discussion, use of reading journals</i>.</li> <li>Demonstrate active reading strategies e.g. <i>generating questions to refine thinking, noting thoughts in a reading journal</i>.</li> <li>Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence.</li> <li>Predict what might happen from information stated and implied.</li> <li>Through close reading of the text, re-read and read ahead to locate clues to support understanding.</li> <li>Explore themes within and across texts e.g. <i>loss, heroism, friendship</i>.</li> <li>Make comparisons within a text e.g. characters' viewpoints of same events.</li> <li>Distinguish between statements of fact and opinion within a text.</li> <li>Scan for key words and text mark to locate key information.</li> <li>Summarise main ideas drawn from more than one paragraph and identify key details which support this.</li> <li>Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - <b>P</b>oint + <b>E</b>vidence + <b>E</b>xplanation.</li> <li>Analyse the conventions of different types of writing e.g. <i>use of first person in autobiographies and diaries</i>.</li> <li>Identify how language, structure and presentation contribute to meaning e.g. <i>formal letter, informal diary, persuasive speech</i>.</li> </ul> <p><b>Evaluating the impact of the author's use of language</b></p> <ul style="list-style-type: none"> <li>Explore, recognise and use the terms metaphor, simile, imagery.</li> <li>Explain the effect on the reader of the authors' choice of language.</li> </ul> <p><b>Participating in discussion and debate</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Explain and discuss their understanding of what they have read, including through formal presentations and debates.</li> <li>Prepare formal presentations individually or in groups.</li> <li>Use notes to support presentation of information.</li> <li>Respond to questions generated by a presentation.</li> <li>Participate in debates on an issue related to reading (fiction or non-fiction).</li> </ul>



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### Key Learning Indicators of Performance in Reading: Word Lists

Year 5					
<b>apparent</b>	<b>cemetery</b>	determined	explanation	interfere	occupy
rhythm	amateur	communicate	develop	familiar	language
occur	<b>secretary</b>	ancient	community	<b>dictionary</b>	<b>foreign</b>
leisure	persuade	shoulder	<b>available</b>	<b>conscience*</b>	environment
forty	lightning	<b>physical</b>	soldier	<b>average</b>	<b>convenience</b>
equip (-ped, -ment)	<b>government</b>	muscle	programme	stomach	bargain
curiosity	excellent	<b>hindrance</b>	neighbour	queue	<b>temperature</b>
bruise	<b>desperate</b>	<b>existence</b>	individual	<b>nuisance</b>	recognise
twelfth	rhyme	<b>vegetable</b>			