



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



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Key Learning Indicators of Performance in Reading: Word Lists

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