



Wombwell Park Street Primary School

Age Related Expectations in Reading

| Year 5 Age Related Expectations | |
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| Wider Reading Skills | Recommend books read to others, giving reasons for choices |
| | Build on my own ideas and the ideas of others and to challenge the views and opinions of others courteously |
| | Distinguish between fact, opinion and fiction in different texts: biography, autobiography, argument |
| Word Reading and Fluency | Read aloud with pace, fluency and expression, taking into account a wide range of presentational devices and punctuation |
| | Read familiar words with growing automaticity |
| | Read around 120-135 words per minute. |
| | Read poems and plays aloud and as part of performance, showing understanding through intonation, tone and volume so that the meaning is clear to an audience |
| Vocabulary | Recite poetry by heart |
| | Give increasingly precise explanations of word meanings that fit with the context of the text I am reading. |
| | Check the plausibility and accuracy of my explanation or inference of the word meaning |
| | In persuasive writing and other texts investigate how language is used to present opinion |
| | Identify and discuss idiomatic phrases, expressions and comparisons considering why authors might have used them. |
| Inference | Investigate how writers use words and phrases for effect, e.g. to persuade, to convey feelings, to entice a reader to continue. |
| | Understand what is implied about characters |
| | Make judgements about characters' motivations and attitudes from the dialogue and descriptions |
| Prediction | Justify ideas, referring back to the text for evidence |
| | Learn to anticipate events based on my own experience, what has been read so far and knowledge of other similar texts. |
| Explanation | Discuss the plausibility of my predictions and the reason for them |
| | Identify features of different fiction genres - fantasy, contemporary, science fiction, historical fiction, suspense / thriller, adventure, mystery |
| | Identify and discuss themes and conventions in and across a wide range of writing. |
| | Compare within and across texts. |
| Retrieval | Compare and discuss the structures and features of a range of different texts. |
| | Skim and scan to identify the key ideas in a text |
| Summarise or Sequence | Locate and retrieve relevant information and key ideas from different points in a text and across a range of texts, using techniques such as text marking and using contents or index. |
| | Know how to gain a rapid overview of a text, e.g. by skimming and scanning, and how and when to read slowly and carefully. |
| | Draw ideas from more than one paragraph when summarising and identify key details to support the main ideas |
| | Explain and evidence the structure of the text and how it supports the meaning - bullet points for main points, columns |