



Progression in Reading – Year 5/6

	Autumn – Term 1 and 2	Spring – Term 3 and 4	Summer – Term 5 and 6	Key Learning
Word Reading	YEAR 5 - Use knowledge of root words to understand meanings eg -ible (capable of) – accessible, visible, terrible, audible -able ((capable of) – reliable, dependable, reasonable -ibly (capable of) – legibly, incredibly, forcibly -ably (capable of) – considerably, admirably, amiable	Use knowledge of root words to understand meanings eg -ant (a person who) dependant observant tolerant -ance (quality, action, state, process) observance, hesitance, tolerance -ancy (state or quality) pregnancy, buoyancy	Use knowledge of root words to understand meanings eg -ent (quality, act, process) – innocent, decent, frequent -ence (quality, action, state, process) innocence confidence obedience -ency (state, action or quality) frequency, decency, contingency	Use knowledge of root words to understand meanings of words. Use suffixes to understand meanings.
	YEAR 6 - Use knowledge of root words, prefixes and suffixes to investigate how the meaning of words change. (<i>morphology – how words are formed</i>)		Use etymology to help the pronunciation of new words eg chef, chalet, machine, brochure ie French origin.	Use knowledge of root words, prefixes and suffixes to investigate how the meaning of words change.
	Use suffixes to understand meanings eg -cious (having, full of) – malicious, suspicious -tious ((having, full of) – nutritious, cautious (<i>link to spelling SofW</i>)	Use suffixes to understand meanings eg -cial (relating to) – official, special, artificial -tial ((having, full of) – partial, confidential, essential		Use suffixes to understand meanings.
	YEAR 5 - Read and understand selected words from the year 5 list. (<i>see spelling SofW</i>) YEAR 6 - Read and understand words from the year 6 list	Read and understand selected words from the year 5 list. . (<i>see spelling SofW</i>) Read and understand selected words from the year 6 list.	Read and understand words from the year 5 list. . (<i>see spelling SofW</i>) Read and understand selected words from the year 6 list.	Read and understand words from the year 5 list. . (<i>see spelling SofW</i>) Read and understand selected words from the year 6 list.
Maintaining positive attitudes to reading	YEAR 5 - Recommend books and poems to their peers with reasons for choices	Recommend fiction books or authors to their peers with detailed reasons for opinions eg reading blogs, card inserts for books in the library.	Recommend non-fiction books or texts to their peers with reasons for choices eg reading blogs, card inserts for books in the library.	Recommend books to their peers giving reasons for their choices.
	YEAR 6 - Recommend books to their peers with detailed reasons for their opinions eg contributing to reading blogs, being a peer buddy for reluctant/struggling readers.	Recommend books to their peers with detailed reasons for their opinions eg recommended card inserts for books in library; presentations within a reading assembly.	Recommend books to their peers orally and in writing, with detailed reasons for their opinions eg recommending books with particular	Recommend books to their peers with detailed reasons for their opinions



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			attention to the interests & preferences of peers.	
	Prepare a poem to perform and learn by heart Use text marking to support planning and rehearsal.	Prepare a poem to perform and learn by heart . Use text marking, colour coding and annotations to support planning and rehearsal. Show understanding through intonation, tone and volume.	Prepare a playscript to read aloud and to showing understanding through intonation, tone volume & action so the meaning is clear. Use text marking to support planning and rehearsal.	Prepare poems and playscripts to read aloud and perform showing understanding through intonation, tone volume & action so the meaning is clear to an audience.
	Use punctuation to determine intonation and expression when reading aloud taking note of how commas are used to avoid ambiguity eg Let's eat, Grandma, Let's eat Grandma	Use commas to determine intonation and expression when reading aloud <ul style="list-style-type: none"> • Demarcate clauses (incl relative clause) • Follow a fronted adverbial • Avoid ambiguity 	Use devices to indicate parenthesis to determine intonation and expression when reading aloud.	Use punctuation to determine intonation and expression when reading aloud to a range of audiences.

Understanding	Identify unfamiliar vocabulary and discuss possible meanings.	Work out the meaning of unfamiliar vocabulary using the context.	Explain the meaning of new vocabulary within the context of the text.	Explain the meaning of words within the context of the text.
	YEAR 5 - Using a piece of evidence identified by the teacher (eg a section of speech, description of a character's behaviour), draw inferences around the character's thoughts and feelings.	Draw inferences around character's thoughts and feelings from their actions and justify inferences with evidence eg What might Alice's thoughts and feelings have been just before she drank the potion? What evidence do you have?	Draw inferences around character's motives and justify inferences with references to character's thoughts and feelings eg Why did Bess pull the trigger in the poem 'The Highwayman' ?	Infer characters' feelings, thoughts and motives from their actions and justify with evidence. (PE)
	YEAR 5 - Answer questions and justify responses using the PE prompt.	With adult support, create responses to text using PEE (point, evidence, explain) eg children are given the point and evidence and they provide the explanation.	Begin to create responses to text using PEE (point, evidence, explain) eg children are given the point and evidence and they provide the explanation.	Begin to justify and elaborate by referring to the text. (PEE)
	YEAR 6 - Justify responses to the text using PEE. Using a point provided by the teacher, children find supporting evidence (point and evidence) and explain using their own words.	Justify opinions to the text using PEE. Using some evidence provided by the teacher, children identify/ summarise a plausible point and provide further explanation using their own words (orally and in writing).	Justify opinions and elaborate by referring to the text - PEE (orally and in writing).	Justify opinions and elaborate by referring to the text



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	Use clues from characters' actions and speech to make plausible predictions.	Use clues from authors' descriptions of settings and characters to predict outcomes.	Predict consequences using a combination of information, including that which is stated and that which is implied.	Predict what might happen from information stated and implied.
	Discuss a theme identified by the teacher within a text eg rags to riches, difference, facing fear. Explore how the theme acts as a one word summary of the story, identifying evidence to support this.	Discuss a theme identified by the teacher within a poem. . Explore how the theme acts as a one word summary of the story, identifying evidence to support this.	Explore and discuss themes within and across texts eg select, from a range provided by the teacher, the theme which acts best as a one word summary of a story or poem.	Discuss themes within and across texts eg heroism, loss, friendship
	Compare characters within a text eg 2 different characters, or the same character at different points on their journey, Capture in writing.	Compare settings within and across texts.	Compare the viewpoints of different characters eg of the same event.	Make comparisons within a text eg characters' viewpoints of the same event.
	Distinguish between statements of fact and of opinion within a text eg a newspaper	Distinguish between statements of fact and of opinion within a text eg persuasion	Distinguish between statements of fact and of opinion across texts eg two points on view in an argument	Distinguish between statements of fact and opinion.
	Identify the main idea of a paragraph in fiction & non-fiction and write a statement or heading to summarise.	Orally summarise the main ideas drawn from more than one paragraph in a fictiop text and identify key details which support this by text marking and annotation.	Summarise orally and in writing, main ideas drawn from more than one paragraph and identify key details which support this.	Summarise the main ideas drawn from more than one paragraph and identify key details which support this.
	Scan texts in print or on screen to locate dates, numbers, names, key words, phrases, headings, lists, bullet points, captions & key sentences.	Scan for key info in non-fiction texts and text mark eg identify words & phrases which tell you.....find 3 words or phrases which suggest.	Scan for key info and text mark in fiction and non-fiction texts eg identify words & phrases which tell you.....find 3 words or phrases which suggest.	Scan for words and text mark to locate key information. <i>(leads to retrieve info from non-fiction)</i>
	Analyse the conventions of different types of writing eg use of rhetorical questions, alliteration in persuasive adverts.	Identify how language, structure and presentation contribute to meaning in poetry.	Identify how language, structure and presentation contribute to meaning in fiction & non -fiction.	Identify how language, structure and presentation contribute to meaning eg formal letter, informal diary, persuasive speech
	Explore, recognize and use the term simile. Explain the effect on the reader of the author's use of similes eg It makes me imagine...It's the author's way of....	Explore, recognize and use the terms simile & metaphor. Explain the effect on the reader of the author's use of language eg It makes me imagine. It's the author's way of.	Explore imagery in fiction and poetry, recognizing and explaining the effect of noun phrases, metaphors and similes.	Discuss and evaluate and evaluate how authors use language considering the impact on the reader. (similes, metaphors, imagery)
	YEAR 6 - Retrieve, record, make notes and present info from non-	Retrieve, record, make notes for different purposes.	Present findings in different ways eg an oral presentation, a report	Retrieve, record and present information from non-fiction.



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	fiction, including texts used in other subjects. Use simple abbreviations when note taking.	Understand what is meant by ‘in your own words’ and when it is appropriate to copy, quote and adapt.		
	YEAR 6 - Identify how language, structure and presentation contribute to meaning eg persuasive leaflet, balanced argument.	Identify how language, structure and presentation contribute to meaning in poetry. (figurative language)		Identify how language, structure and presentation contribute to meaning
Evaluating the impact of the author’s use of language	YEAR 5 - Make active contributions to discussions about fiction & poetry, expressing opinions and preferences, giving reasons.	Make active contributions to discussions about non-fiction, expressing opinions and preferences, giving reasons.	Make active contributions to discussions about fiction, non-fiction and poetry expressing opinions and preferences, giving reasons.	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.
	YEAR 6 - Explore, recognize and use the term personification and describe its effect within a text.	Explore, recognize and use the term analogy eg Just as the sword is the weapon of a warrior, the pen is the weapon of a writer.	Explore, recognize and use the terms style and effect.	Explore, recognize and use the terms personification, analogy, style and effect.
	YEAR 6 - Explain the effect on the reader of the author’s choice of language and reasons why the author may have selected particular words or phrases.	Explain the effect on the reader of the author’s choice of language and reasons why the author may have selected particular words, phrases or techniques.	Explain the effect on the reader of the author’s choice of language and reasons why the author may have broken with conventions eg starting a sentence with ‘and’; one word sentence; repeated use of the same word.	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
Discussion & debate	Prepare and deliver a short oral presentation linked to fiction eg a character, author or book recommendation, explaining their understanding of what they have read.	Prepare and deliver a short oral presentation linked to non-fiction. Include a specific focus on standard English.	Prepare and deliver a short oral presentation linked to non-fiction or fiction, explaining their understanding of what they have read. Speak audibly and fluently with an increasing command of standard English. Include a specific focus on standard English.	Prepare formal presentations individually or in groups. Use notes to support presentation of information.