

## Year Five - end of year reading expectations

<b>Decoding</b>	<b>Range of Reading</b>	<b>Familiarity with texts</b>	<b>Poetry &amp; Performance</b>
apply growing knowledge of root words, prefixes and suffixes (morphology and etymology) From Year 5 spellings, both to read aloud and to understand the meaning of new words	continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	increase familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions	begin to learn a wider range of poetry by heart
	read age-appropriate books that are structured in different ways and read for a range of purposes	identify and discuss themes and conventions in and across a wide range of writing	prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is more clear to an audience
	begin making comparisons within and across books		
<b>Discussing reading</b>	<b>Understanding</b>	<b>Inference</b>	<b>Authorial Intent</b>
recommend books that they have read to their peers, beginning to give reasons for their choices	check that the book makes sense to them, discussing understanding and exploring the meaning of words in context	draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and begin to justify inferences with multiple pieces of evidence	identify how language, structure and presentation contribute to meaning in a range of texts
participate in discussions about books, beginning to build on own and others' ideas, and challenging views courteously			
explain and discuss understanding of what they have read, including through formal presentations, maintaining a focus of the topic and using notes where necessary	independently ask questions to improve understanding		discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
begin to provide reasoned justifications for views	summarise main ideas drawn from more than one paragraph, beginning to identify key details to support the main ideas	<b>Prediction</b>	<b>Non-fiction</b>
		predict what might happen from details stated and implied, considering the tone of the piece of writing	begin to distinguish between statements of fact and opinion
maintain a positive attitude to reading			retrieve, record and present information from non-fiction