Year 5 /6 – Reading – Year Group Mastery Objectives

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| Upper Key Stage 2 | | Reading objectives show progression within the Whole School Progression Maps.  Objectives are covered throughout the year and in many different contexts.  Objectives are assessed termly. | | | | | |
| Ongoing reading obejctives | | | | | | | |
| Ongoing reading objectives | Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.  To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently | | | | | | |
| Mastery Objectives | | | | | | | |
| Terms | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Guided Reading Texts – Cycle A | | |  | | --- | | Journey to the River Sea (2 weeks) |   Leon and the Place Between (2 weeks) Letters from the Lighthouse (2 weeks) | |  | | --- | | Oliver Twist (2 weeks) |   Anglo Saxon Boy (4 weeks) | Beowolf (4 weeks)  Cogheart (2 weeks) | |  | | --- | | The 1000 Year Old Boy (2 weeks)  Trash (2 weeks) |   Rooftoppers (2 weeks) | |  | | --- | | Kensuke’s Kingdom (2 weeks)  The Watertower (2 weeks) |   Pigheart Boy (2 weeks) | There’s A Girl In The Boys Bathroom (2 weeks)  Brightstorm (2 weeks) |
| Core Text – Cycle A | | The Wolves of Willoughby Chase – Joan Aiken | River Boy – Tim Bowler | Varjak Paw – SF Said | Clockwork – Philip Pullman | Wolf Brother – Michelle Paver | The Hobbit – JRR Tolkein |
| Guided Reading Texts – Cycle B | | |  | | --- | | Here We Are (2 weeks)  A Monster Calls (2 weeks) |   The One And Only Ivan (2 weeks) | Journey to Jo’Burg  (5 weeks) | |  | | --- | | Who Let The Gods Out (2 weeks)  The Explorer (2 weeks) |   Women in Black History (2 weeks) | The Boy At The Back Of The Class (2 weeks)  The Girl Of Ink And Stars (2 Weeks)  Street Child (2 weeks) | |  | | --- | | Gregor The Overlander (2 weeks)  Holes (2 weeks) |   Once (2 weeks) | |  | | --- | | Rooftoppers (2 weeks)  Oliver Twist (2 weeks) |   Journey To The River Sea (2 weeks) |
| Core Text – Cycle B | | Street Child – Berlie Doherty | Skellig – David Almond | The Midnight Fox – Betsy Byars | Fireweed – Jill Paton Walsh | Holes – Louis Sachar | Tom’s Midnight Garden – Phillipa Pearce |
| Ideal Book Band for expected reader Year 5 - Oxford Reading Level | | 16 | 16 | 17 | 17 | 18 | 18 |
| Ideal Book Band for expected reader Year 6 – Oxford Reading Level | | 18 | 19 | 19 | 20 | 20 |  |
| **Word Reading** | The pupil can: | | | | | | |
|  | read fluently, confidently and independently using strategies to work out any unfamiliar word and applying a growing knowledge of root words, prefixes and suffixes (morphology and etymology) | | | | | |
|  | fluently and effortlessly read a wide range of age-appropriate texts and can determine the meaning of new words by applying knowledge of the root words, prefixes and suffixes (morphology and etymology) | | | | | |
|  | choose to read both fiction and non- fiction frequently for enjoyment | | | | | |
|  | recommend books to others based on their own reading experiences | | | | | |
|  | demonstrate a familiarity with a wide range of books and texts, recommending books to others based on own reading preferences, giving reasons for choice | | | | | |
| **Comprehension** | The pupil can demonstrate an understanding of both books that they can already read accurately and fluently and those that they listen to. The pupil can: | | | | | | |
| **Sequencing** | summarise the main ideas drawn from longer texts, identifying key details that support the main idea  identify key details that support main ideas, précising paragraphs and summarising content drawn from longer texts | | | | | |
| **Clarifying** | check understanding using a range of comprehension strategies, explaining and discussing their understanding of what they have read independently  explain and discuss their understanding of what they have read independently or texts that have been read to them | | | | | |
| **Vocabulary** | explain how the author uses key phrases to create an effect  explore the meaning of words, drawing on contextual evidence and being able to explain how language, structure and presentation can contribute to the meaning of a text | | | | | |
| **Features** | understand the conventions of different types of writing, using some technical terms when discussing texts  comment on how language, including figurative language, is used to contribute to meaning e.g. in non- fiction, retrieve record and present information to other readers both formally and informally | | | | | |
| **Inference** | make inferences about a text and character applying their knowledge of the world and support their views using evidence from the text  draw inferences from a wide range of texts (e.g. plays. novels, biographies), inferring characters’ feelings, thoughts and motives from their actions and justifying inferences with evidence | | | | | |
| **Prediction** | justify predictions with evidence from the text  make predictions based on details stated and implied | | | | | |
| **Links** | demonstrate an increasing familiarity with a wide range of books from different genres and recognise themes, making comparisons of characters, settings, themes and other aspects within a text  asking questions about a text. e.g. context and comparison with other texts | | | | | |
| **Fluency** | When reading an age-appropriate text, the pupil can **re-read a text** to: | | | | | | |
| **Expression** | mostly use expression by sometimes varying intonation, volume and tone to match meaning showing confidence but inconsistently - is generally natural sounding/easy to understand | | | | | |
| **Automatic word recognition** | read most words automatically and effortlessly, using a mixture of conversational and slow reading  (number of words read per minute meets expectations) | | | | | |
| **Rhythm and Phrasing** | read with some choppiness, but is generally able to go phrase by phrase, paying attention to intonation and pausing at punctuation consistently and accurately | | | | | |
| **Smoothness** | read most words accurately with occasional breaks from smoothness with hesitation and has a few difficulties with specific words without impeding the flow | | | | | |

A close-up of a chart

Description automatically generated