

Year 5		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.				
Year 5 Ongoing Reading Objectives						
Ongoing Objectives	<ul style="list-style-type: none"> - To 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. - 					
Year 5 Reading Objectives						
School Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Guided Reading Texts	Little Leaders: Bold Women in Black History (2 weeks) Who Let the God's Out (2 weeks) The One and Only Ivan (2 weeks)	Street Child (2 weeks) The Story Shop (Myth and Legend) Saint George (2 weeks) Leon and the Place Between (2 weeks)	Oliver Twist (3 weeks) Cogheart (2 weeks)	Rooftoppers (2 weeks) A monster calls (2 weeks) Poetry – Teacher made (2 weeks)	Journey to Jo'Burg (5 weeks) There's a boy in the girl's bathroom (2 weeks)	The Anglo-Saxon Boy (4 weeks) The Explorer (2 weeks)
Core Books	Who Let the God's Out by Maz Evans - Continue in story time	Street Child Father Grahame Baker-Smith - Continue in story time	Cogheart by Peter Bunzl - Continue in story time	Rooftoppers by Katherine Rundell - Continue in story time	Journey to Jo'Burg – Continue in story time	The Explorer - Continue in story time
Ideal Book Band for expected reader	Grey / Dark Blue	Dark Blue	Dark Blue	Dark Blue or Dark Red	Dark Red	Dark Red
Decoding	<ul style="list-style-type: none"> - I can read a range of texts with consistent accuracy, fluency and confidence. - I can draw of contextual evidence and knowledge of root words, prefixes and suffixes to determine the meaning of new words. - I can read aloud with appropriate intonation, tone and volume to make the meaning clear to an audience. 					
Text Structures	<ul style="list-style-type: none"> - I can identify and discuss genre specific language in a non-fiction text. - I can identify and discuss the structural devices the author has used to organise a text. 					
Retrieving	<ul style="list-style-type: none"> - I can comment on the use of similes and expressive language in poetry. - I can plan what needs to be found out and retrieve, record and present information from non-fiction texts. - I can use skimming and scanning to support retrieving information from a text. - I can refer to the text to support my predictions or opinions (using a PEE structure). 					
Understanding	<ul style="list-style-type: none"> - I can identify main ideas from more than one paragraph and summarise them. - I can ask questions and find answers in different text types. - I can identify the main themes or conventions of a text and discuss these. 					
Performing	<ul style="list-style-type: none"> - I can use dramatic interpretations when performing poetry. - I can vary pitch, pace, volume and expression appropriately when reading aloud. 					
Predicting	<ul style="list-style-type: none"> - I can predict how a character might change during a story or a poem. 					
Inferring	<ul style="list-style-type: none"> - I can distinguish between fact and opinion with support. - I can justify inference with evidence. - I can discuss what a characters actions and motives say about that character. 					
Writers Choice	<ul style="list-style-type: none"> - I can identify vocabulary chosen to convey different messages, moods, feelings or attitudes. - I can identify and describe the styles of individual writers and poets, providing evidence. - I can identify the writer's main purpose for writing. - I can identify and comment upon the author's and poet's viewpoint in the text and respond to this 					



Year 5 – Reading - Year Group Progression Overviews



Viewpoints	<ul style="list-style-type: none">- I can take part in a debate.- I can show some understanding of themes in a text.- I can recommend books to other people based on my own reader preferences.- I can identify and explain characters and their profiles across a range of texts.
Key words to support reading and fluency	
Reading Vocabulary	Book, text, author, blurb, fiction, non-fiction, word, sentence, letter, space, rhyme, phoneme, grapheme, split-diagraph, segment, blend, book, cover, beginning, end, page, word, letter, line, setting, character, event, tension, authorial choice, paragraph, skimming, scanning, dialogue, direct speech,