

Autumn 1 Viking Boy	Autumn 2 The Lion, The Witch and The Wardrobe	Spring 1 Non-Fiction Hidden Figures	Spring 2 Egyptology	Summer 1 Pig Heart Boy	Summer 2 Operation Gadget Man
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Reading Progression Document – Year 5

Autumn 1

National Curriculum Objective	Already covered this NC this year?	Progressive Step	Teaching Strategy
apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	X	I often apply my knowledge of root words, prefixes and suffixes to help me to read fluently and understand the meaning of new words.	
		I read fluently with intonation, expression, appropriate pace and use of pauses to entertain and maintain interest	
identifying how language, structure and presentation contribute to meaning	X	I understand how the meaning of sentences is shaped by punctuation, word order and linking words and phrases (including pronouns) and use the punctuation to help to understand this.	
identifying how language, structure and presentation contribute to meaning	X	I can identify more complex noun phrases within a text and I can use this to add detail to the picture in my head.	

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Autumn 2

National Curriculum Objective	Already covered this NC this year?	Progressive Step	Teaching Strategy
checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context		I notice mistakes in my reading when reading higher level texts and correct them because the text doesn't make sense. I use a wider range of breakdown strategies to do this.	
		I read longer texts with increasing pace and stamina in my head.	
identifying how language, structure and presentation contribute to meaning	✓	I can work out the references to characters and places in a text using a range of pronouns, determiners and alternative noun references	
identifying how language, structure and presentation contribute to meaning	✓	I can identify different conjunctions and I am starting to understand the impact they have on my understanding of the text.	
apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	✓	I explore the meaning of words in context and I discuss the meanings of words I don't understand. I try to use a range of strategies to help me understand a word I don't understand including root words / prefixes / suffixes /	

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		background knowledge / understanding the context of the text / visualisation / inference.	
identifying how language, structure and presentation contribute to meaning	✓	I can use a range of grammatical information in a text to create a picture in my head accurately	
drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	x	I make inferences such as inferring characters' feelings, thoughts and motives from their actions and I can find evidence to support this.	
identifying and discussing themes and conventions in and across a wide range of writing	x	I identify and discuss themes and conventions in a range of writing.	
discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	x	I understand why authors have chosen particular words and phrases over alternative options.	

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Spring 1

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summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	x	I scan text to find key words and phrases. I am developing my skim reading skills and can piece information together to give the gist of a paragraph.	
reading books that are structured in different ways and reading for a range of purposes	x	I know that I sometimes need to reread text carefully to understand it fully.	
checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	✓	I check books make sense to me and can talk about my understanding of significant ideas, events and characters.	
summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	✓	I summarise the key points of a paragraph and the main ideas drawn from more than one paragraph	
summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	✓	I can give the gist of what I have read in my own words including what I have inferred	
making comparisons within and across books	x	I connect the information that I read within paragraphs, across texts and to other books	
distinguish between statements of fact and opinion	x	I can find, record and present information from non-fiction texts	

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retrieve, record and present information from non-fiction		I am beginning to understand the difference between fact and opinion I navigate different types of non-fiction in different ways.	
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Spring 2

National Curriculum Objective	Already covered this NC this year?	Progressive Step	Teaching Strategy
apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	✓	I break long polysyllabic words into syllables with speed and read across the entire word.	
		I use background knowledge to help me to understand all aspects of a text	
asking questions to improve their understanding	x	I ask questions (and wonder) to improve my understanding referring to what I have already read and what is still to come.	
identifying how language, structure and presentation contribute to meaning	✓	I understand how the language, structure and presentation contribute to meaning and that these features vary depending on the audience and purpose of a text.	

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Summer 1

National Curriculum Objective	Already covered this NC this year?	Progressive Step	Teaching Strategy
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	x	I recognise that my ideas and visualised images change during the course of reading and I am able to change my mind if I have made a mistake.	
predicting what might happen from details stated and implied	x	I make sensible predictions about what might happen from details that are stated and implied and can justify my prediction by referring to the story	
provide reasoned justifications for their views.	x	I sometimes give reasoned justifications for my views based on evidence from the text.	
provide reasoned justifications for their views.	x	I can use evidence to explain or justify my understanding.	

Summer 2

National Curriculum Objective	Already covered this NC this year?	Progressive Step	Teaching Strategy
continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	x	I read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction building on my own and others' ideas, beginning to use this to	

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recommending books that they have read to their peers, giving reasons for their choices		influence my further reading and that of others.	
reading books that are structured in different ways and reading for a range of purposes	✓	I read and understand fictional texts (paper based and digital) that are structured in different ways and read for a range of purposes and can explain the main purpose of these.	
preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	x	I read, recite and performs poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	
continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks making comparisons within and across books	x	I can recognise and name some authors and poets that I like and am beginning can make connections between them based on common themes and characters	