

Waterville Primary School Progression of Skills in English – Reading

Year 5	<p>National Curriculum The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.</p> <p>Pupils should be taught to: -read easily, fluently and with good understanding -develop the habit of reading widely and often, for both pleasure and information -acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language -appreciate our rich and varied literary heritage -write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences -use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas -are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.</p>			
Fluency	Teaching should now concentrate on comprehension skills. Any focus on word reading should support development of vocabulary.			<p>Common Exception Words To read most Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>
Poetry and Performance	To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.			
Phonics and Decoding	Vocabulary	Listening and Discussing	Inference and Prediction	Non-Fiction
<p>Read most words fluently.</p> <p>Attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>Apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly,</p> <p>Read aloud fluently.</p>	<p>Discuss vocabulary used by the author to create effect including figurative language.</p> <p>Evaluate the use of authors' language and explain how it has created an impact on the reader.</p>	<p>Read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p> <p>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.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these.</p> <p>Recommend texts to peers based on personal choice.</p>	<p>Draw inferences from characters' feelings, thoughts and motives.</p> <p>Make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p>	<p>Use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p>