



Ottershaw CofE Infant & Junior Schools

Year 5 Reading Grid

WORKING AT END OF YEAR EXPECTATIONS						
Word Reading						
Able to read most words effortlessly and to work out how to pronounce unfamiliar written words within age appropriate texts						
Apply growing knowledge of root words, pre-fixes and suffixes as listed in Appendix 1.						
Work out the meaning of unfamiliar words from context						
Be able to read most of the Y5/6 word lists						
Locate retrieve and elaborate on information						
Able to summarise and present more complex texts in their own words						
Retrieve, record and present information from age-appropriate non-fiction texts						
Distinguish between fact and opinion in age appropriate texts.						
Use inference and deduction to make interpretations						
When preparing poems and plays to read aloud show understanding and interpretation through intonation, tone and volume so that the meaning is clear to an audience						
Explain and discuss their understanding of what they have read, including presentations and debates maintaining a focus on topic and using notes where necessary						
Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence						
Ask questions to improve understanding						
Predict what might happen from details stated and implied						
Understand structure, organisation and presentation						
Understand and comment on how the use of different structures and organisation impact on the pace, mood and atmosphere (e.g. sentence/paragraph length)						
Understand themes, conventions and texts						
Able to identify and comment on writers who address similar themes in fiction and non-fiction						
Identify and discuss a variety of themes and conventions present in a wide range of writing						
Understand language techniques and style						
Identify how language, structure and presentation contribute to meaning						
Read and learn by heart and wider range of poetry						
Compare, contrast and evaluate texts						
Explore alternative events and actions and comment on the author's choices						
Able to identify similarities in texts written by the same author (language, themes, technique)						
Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader						
Recommend books they have read to their peers giving reasons for their choices e.g. book reviews etc – providing reasoned justifications for their views						



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GREATER DEPTH						
Use inference and deduction to make interpretations						
Develop detailed and reasoned justifications for their views based on inference and deduction						
Summarise main ideas identifying key details and using quotations for illustrations						
Understand structure, organisation and presentation						
Comment on how narratives are structured in different ways (e.g. dilemma and resolution, lost and found stories, quests, etc)						
Understands themes conventions and text						
Understand that the same themes and conventions can be presented in a variety of ways and evaluate the impact (e.g. theme of "hunting" presented in a persuasive letter or leaflet)						
Understands language techniques and styles						
Identify and explain how language is used to help the reader visualise the setting, characters and events						
Compare, contrast and evaluate texts						
Make comparisons within and across books						
Evaluate how authors use language to impact on the reader						