

End Points that show progression of knowledge, understanding, and skills in Reading

Year Group 5

	T1	T2	T3	T4	T5	T6
<p>Key TEXTS:</p> <p>Stories Poetry and rhyme Information Other texts</p>	<p>Flotsam – David Wiesner</p>  <p>What A Waste: Rubbish, Recycling, and Protecting our Planet – Jess French</p> 	<p>The Best Christmas Present in the World – Michael Morpurgo</p>  <p>The Christmas Truce (Short Film)</p>  <p>Norse Myths – Kevin Crossley-Holland</p>	<p>Greek Myths – Ann Turnbull</p> <p>Orchard Book of Greek Myths – Geraldine McCaughrean</p> 	<p>The Odyssey – Gillian Cross</p> 	<p>The Big Beyond – James Carter</p>  <p>Space Explorers – Libby Jackson</p>  <p>A Galaxy of Her Own – Libby Jackson</p> 	<p>A Children's Treasury of Milligan – Spike Milligan</p>  <p>Non-fiction formal/ formal comparison</p>
<p>Decode / word-reading:</p> <p>phonics tricky words alphabet use of dictionary</p>	<p>Will be able to – Practise year 3/4 exception words</p>	<p>Will be able to - introduce some of Year 5/6 exception words</p>	<p>Will be able to - introduce prefixes and suffix spelling rules e.g. -ity, -ness, -ship</p>	<p>Will be able to - introduce prefixes and suffix spelling rules e.g. -ate, -ise, -ify</p>	<p>Will be able to - develop use of 5/6 exception word</p>	<p>Will be able to – assess children's understanding of prefixes and suffix</p>
	<p>Introduce: ask questions which</p>				<p>Embedded: retrieve key details and begin</p>	<p>Assess: retrieve key details and begin to</p>

Comprehend, locate and retrieve: vocabulary characters settings events information justify using text	develop their understanding; - Flotsam				to find quotations from a whole text – Galaxy of her own	find quotations from a whole text - Holes	
	Introduce: locating the author either where it is explicitly stated – Pollution books						
		Introduce: discuss their understanding and explore the meaning of words in context; - Sagas	Develop: discuss their understanding and explore the meaning of words in context - Myths	Assess: discuss their understanding and explore the meaning of words in context; - Odysseus			
		Introduce: locating the author or poet's viewpoint, when it can be retrieved through using similar words and phrases – The Best Christmas Present			Develop: locating the author or poet's viewpoint, either where it is explicitly stated – Galaxy of her own		
			Introduce: retrieve key details and begin to find quotations from a whole text - Myths	Develop: retrieve key details and begin to find quotations from a whole text - Odysseus			Develop: retrieve key details and begin to find quotations from a whole text - Holes
				Introduce: understand some	Assess: understand some challenging		

				challenging vocabulary and its meaning within context, sometimes supported by using a dictionary or thesaurus - Odysseus	vocabulary and its meaning within context, sometimes supported by using a dictionary or thesaurus – Big beyond/ Galaxy of her own	
						Introduce: locating the poet’s viewpoint, either where it is explicitly stated – Spike Milligan
Inferential understanding: prediction sequencing events summary nuanced vocabulary	Introduce: draw inferences independently – Flotsam		Develop: draw inferences independently – Myths			Assess: draw inferences independently of words and phrases in context
	Introduce: identify and discuss themes across a wide range of texts, both fiction, non-narrative and poetry & comparison – Flotsam/ Whale book	Develop: discuss and explore the precise meaning of words and phrases in context - Saga	Develop: identify and discuss themes across a wide range of texts, both fiction and non-narrative - Myths & comparison		Embed: identify and discuss themes across a wide range of texts, both fiction, non-narrative and poetry & comparison - Galaxy on her own/ Big Beyond	Assess: identify and discuss themes across a wide range of texts: poetry – Spike Milligan

					Develop: discuss and explore the precise meaning of words and phrases in context – Hidden Figures	Assess: discuss and explore the precise meaning
	Introduce: summarise main ideas - Flotsam				Develop: summarise main ideas – Odysseus	Assess: summarise main ideas
		Introduce: often justifying with textual evidence	Develop: often justifying with textual evidence – Myths	Assess: often justifying with textual evidence – Odysseus		
			Introduce: make predictions from implied details, both before and after events - Myths	Develop: make predictions from implied details, both before and after events – Troy/ Odysseus	Assess: make predictions from implied details, both before and after events – Galaxy on her own	
Respond to text: evaluation response to author authorial effect and intent effect of vocabulary	Introduce: Children extend their familiarity with texts to include <i>modern fiction</i> – Flotsam	Practise: Children extend their familiarity with texts to include <i>books from other cultures</i> ; - Sagas	Develop: Children extend their familiarity with texts to include <i>books from other cultures</i> - Myths	Consolidate: Children extend their familiarity with texts to include <i>books from other cultures</i> – Odysseus	Embed: Children extend their familiarity with texts to include <i>modern fiction</i> - Cosmic	Assess: maintain positive attitudes to reading texts structured in different ways for a range of purposes – Spike Milligan

	Introduce: begin to understand <i>figurative language</i> e.g. <i>metaphor, personification.</i> Poetry	Develop: begin to understand <i>figurative language</i> e.g. <i>metaphor, personification.</i> Poetry		Consolidate: begin to understand <i>figurative language</i> e.g. <i>metaphor, personification.</i> Poetry		Assess: begin to understand <i>figurative language</i> e.g. <i>metaphor, personification.</i> Poetry
		Introduce: with guidance, distinguish between <i>fact and opinion</i> – <i>Saga</i>		Practise: with guidance, distinguish between <i>fact and opinion</i> – <i>Troy</i>	Develop: with guidance, distinguish between <i>fact and opinion</i> – <i>A galaxy of her own</i>	
				Introduce: Discuss and evaluate how authors use language, considering the <i>impact on the reader</i>		Develop: Discuss and evaluate how authors use language, considering the <i>impact on the reader</i>
						Introduce: Children extend their familiarity with texts to include <i>fiction from our literary heritage</i> - <i>Spike</i>
Fluency and phrasing: reading at 90% accuracy without	Introduce: Read aloud a wider range of age-appropriate poetry and other texts with accuracy	Practise: Read aloud a wider range of age-appropriate poetry and other texts with accuracy and at a	Develop: read most words effortlessly and work out how to pronounce unfamiliar written words	Develop: Read aloud a wider range of age-appropriate poetry and other texts with accuracy	Embed: read most words effortlessly and work out how to pronounce unfamiliar written words with	Assess: Read aloud a wider range of age-appropriate poetry and other texts with accuracy

overt segmenting and blending automaticity phrasing appropriate to meaning	and at a reasonable speaking pace: Coast Poetry	reasonable speaking pace: Viking Poetry	with increasing automaticity	and at a reasonable speaking pace: Odysseus	increasing automaticity Embed: prepare readings using appropriate intonation to show their understanding	and at a reasonable speaking pace: Spike Milligan
	Introduce: read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity Intro: prepare readings using appropriate intonation to show their understanding	Practise: read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity Practise: prepare readings using appropriate intonation to show their understanding	Develop: prepare readings using appropriate intonation to show their understanding	Consolidate: read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity Consolidate: prepare readings using appropriate intonation to show their understanding		Assess: read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity Assess: prepare readings using appropriate intonation to show their understanding
	Introduce: read silently and then discuss what they have read; sight-read all Y3-4 exception words and some Y5-6 words (and similar) with automaticity.	Practise: read silently and then discuss what they have read; sight-read all Y3-4 exception words and some Y5-6 words (and similar) with automaticity.	Develop: read silently and then discuss what they have read; sight-read all Y3-4 exception words and some Y5-6 words (and similar) with automaticity.	Consolidate: read silently and then discuss what they have read; sight-read all Y3-4 exception words and some Y5-6 words (and similar) with automaticity.	Embed: read silently and then discuss what they have read; sight-read all Y3-4 exception words and some Y5-6 words (and similar) with automaticity.	Assess: read silently and then discuss what they have read; sight-read all Y3-4 exception words and some Y5-6 words (and similar) with automaticity.

		<p>Introduce: notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly;</p>	<p>Practise: notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly;</p>	<p>Develop: notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly;</p>	<p>Embed: notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly;</p>	<p>Assess: notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly;</p>