

Reading with the Body

Physical Learning: The Psychomotor Domain

Word reading

Discriminates and articulates words with suffixes and prefixes **[all prior and many Year 5 List]** embedded in words and can discuss their root words, using these to read unfamiliar words. Recognises **all Year 1-4 and many Y5** words on sight.

Reads and notices **some** correspondences between spelling and sound in Year 5 Common Exception Words.

Comprehension

In preparing a wider range of poems and plays to read aloud and to perform, can show understanding through intonation, tone and volume so that the meaning is **often** clear to an audience.

Retrieve, record and present information from a range of non-fiction with some accuracy. Explain and discuss their understanding of what they have read, through presentations and debates, **beginning** to use formal languages and approaches and **often** maintaining a focus on the topic.

Word reading

Independently and fluently discriminates and articulates words with suffixes and prefixes **[all prior and most Year 5 List]** embedded in words and can discuss their root words, using these to recognise and read unfamiliar words.

Recognises **all Year 1-4 and most Year 5** words on sight.

Reads and notices some correspondences between spelling and sound in Year 5 Common Exception Words.

Comprehension

Preparing a wider range of poems and plays to read aloud and to perform, showing understanding through intonation, tone of voice and volume so that the meaning is **usually** clear to an audience.

Retrieve, record and present information from non-fiction with **increasing** accuracy. Explain and discuss their understanding of what they have read, through presentations and debates, using mostly formal language and approaches, maintaining a focus on the topic and using notes.

Word reading

Independently and fluently discriminates and articulates words with suffixes and prefixes **[all prior and whole Year 5 List]** embedded in words and can discuss their root words, using these to swiftly recognise and read unfamiliar words.

Recognises **all Year 1-5** words on sight.

Reads and notices the correspondences between spelling and sound in Year 5 Common Exception Words.

Comprehension

Prepares a wider range of 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.

Retrieves, records and presents information from **age-appropriate** non-fiction **independently** and with a **high level of accuracy**.

Explains and discusses their understanding of what they have read, through formal presentations and debates, maintaining a focus on the topic and using notes.

Reading with the Mind

Mental Learning: The Cognitive Domain

Word reading

Reads age-appropriate texts fluently at a rate that promotes comprehension over decoding, rarely decoding phonetically **[Book Band 14A Dark Blue]**

Reads fluently words with newly taught Y5 suffixes, prefixes and morphology.

Comprehension

Understands and discusses a wider range of a fiction, poetry, plays, non-fiction and reference/textbooks (including myths, legends, traditional stories, modern fiction, classic and books from other cultures and traditions and some classic fiction. **[Comprehends Book Band 14A Dark Blue]**

Identifies and discusses themes and conventions in books and **begins to do so** and across a range of writing, making comparisons within books.

Checks that the book makes sense to them, discussing their understanding and beginning occasionally **to explore** the meaning of words in context relation them to root word, morphology and etymology.

Begins to show a range in questioning, asking 'who', 'where', 'what', 'when' and 'why' questions to improve their understanding.

Makes plausible predictions **starting to** base these on genre, archetype and the way characters have behaved previously, offering two or more possibilities and occasionally using **modality**.

Begins to summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.

Identifies how language, structure and presentation contribute to meaning.

Word Reading

Reads age-appropriate texts fluently at a rate that promotes comprehension over decoding, rarely decoding phonetically **[Book Band 15A Dark Red]**

Reads fluently words with newly taught Y5 suffixes, prefixes and morphology.

Comprehension

Understands and discusses a wider range of a fiction, poetry, plays, non-fiction and reference/textbooks (including myths, legends, traditional stories, modern fiction, classic and books from other cultures and traditions. **[Comprehends 15A Dark Red]**

Identifies and discusses themes and conventions **increasingly** in and across a range of writing, **often** making comparisons within books.

Checks that the book makes sense to them, discussing their understanding and **increasingly** exploring the meaning of words in context relation them to root word, morphology and etymology.

Shows a **growing range** of inference questioning asking 'who', 'where', 'what', 'when' and 'why' questions to improve their understanding.

Makes plausible predictions based **increasingly** on genre, archetype characters prior behaviour have behaved previously, offering two or more possibilities using modality.

Frequently summarises the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.

Identifies how language, structure and presentation contribute to meaning.

Word reading

Reads age-appropriate texts fluently at a rate that promotes comprehension over decoding, rarely decoding phonetically **[Reads Book Band 15B Dark Red]**

Reads fluently words with newly taught Y5 suffixes, prefixes and morphology.

Comprehension

Understands and discusses a wider range of a fiction, poetry, plays, non-fiction and reference/textbooks (including myths, legends, traditional stories, modern fiction, classic and books from other cultures and traditions and some classic fiction. **[15B Dark Red]**

Identifies and discusses themes and conventions in and across a range of writing, making comparisons within books.

Checks that the book makes sense to them, discussing their understanding and exploring the meaning of words in context relating to morphology and etymology.

Asking 'who', 'where', 'what', 'when' and 'why' questions to improve their understanding.

Makes plausible predictions based on genre, archetype and characters prior behaviour, offering two or more possibilities using modality and giving reasons.

Confidently summarises the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.

Identifies how language, structure and presentation contribute to meaning.

Reading with the Spirit

Spiritual Learning: The Affective Domain

Word reading

Enjoys the rewards of reading more challenging age-appropriate texts.

Takes pride in success in reading more complex words and phrases.

Comprehension

Is **when prompted** is able to recommend a book that they have read to their peers.

Is beginning to consider characters behaviour as signs of their feelings, inferring thoughts and motives from their actions, and justifying these inferences.

Begins to discuss and evaluate how authors use language, including figurative language, considering the impact on themselves.

Begins to distinguish between statements of fact and opinion within their own experience.

Participates in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and **begins to** challenge views courteously using structured language.

Begins to provide reasoned justifications for their personal, subjective views.

Begins to have an independent creative response to literature in expressive media (art, music, drama, fiction or journalism.)

Word reading

Enjoys the rewards of reading more challenging age-appropriate texts.

Takes pride in success in reading more complex words and phrases.

Comprehension

Is able to recommend **books** that they have read to their peers.

Frequently considers characters behaviour as signs of their feelings, inferring thoughts and motives from their actions, and justifying these inferences.

Discusses and evaluates how authors use language, including figurative language, **often** considering the impact on themselves.

Often distinguishes between statements of fact and opinion in their own experience **and in texts, including online material**.

Participates in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and **often** challenges others' views courteously using structured language.

Is frequently able to provide reasoned justifications for their personal, subjective views.

Respond with **increasing independence** to literature with expressive art, music, drama, fiction or journalism.

Word reading

Enjoys the rewards of reading more challenging age-appropriate texts.

Takes pride in success in reading more complex words and phrases.

Comprehension

Recommends books that they have read to their peers, giving reasons for their choices based on the knowledge of that person.

Considers characters behaviour as signs of their feelings, inferring thoughts and motives from their actions, and justifying these inferences with at least 2 pieces of evidence.

Discusses and evaluates how authors use language, including figurative language, considering the impact on themselves and the potential emotional impact on the reader.

Distinguishes between statements of fact and opinion.

Participates 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.

Provides reasoned justifications for their personal, subjective views.

Responds creatively to literature in art, music, drama, fiction and journalism.

Year 5 Grammar, Punctuation and Spelling

Word	Converting nouns or adjectives into verbs using suffixes [for example, <i>-ate; -ise; -ify</i>] Verb prefixes [for example, <i>dis-, de-, mis-, over- and re-</i>]			
Spelling List	accommodate accompany According achieve Aggressive Apparent Appreciate attached bruise committee communicate community	correspond develop dictionary embarrass equip (-ped, -ment) Especially exaggerate excellent government guarantee harass	Immediately interrupt marvellous mischievous muscle necessary neighbour occupy occur opportunity physical profession programme	queue Recommend rhyme rhythm sincere(ly) sufficient suggest symbol system thorough vehicle variety yacht
Spelling Rules	Words with the letter string 'ough'			
	Words with 'silent' letters			
	Words ending in '-able' and '-ible'			
	Use of the hyphen			
	Rare GPCs (<i>bruise, guarantee, immediately, vehicle, yacht</i>)			
	Words with the /i:/ sound spelt 'ei'			
Sentence	Relative clauses beginning with <i>who, which, where, when, whose, that</i> , or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>]			
Text	Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>] Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]			
Punctuation	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity			
Vocabulary for Children to explore and understand	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity			