

End of Year 5 Expectations for Reading

All children should use **all** of the criteria below in their reading to be at the expected standard for a Year 5 child.

Year 5	Reading Expectations
Decoding	Beginning to apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet
Range of Reading	read and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks beginning to read books that are structured in different ways and reading for a range of purposes beginning to make comparisons within and across books
Familiarity with Texts	increasing their familiarity with a wide range of books, including some of the following genres: myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions identifying and discussing some themes and conventions in and across a range of writing
Poetry and Performance	learning a range of poetry by heart preparing poems and plays to read aloud and to perform, showing a developing understanding through intonation, tone and volume
Understanding	checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking some questions to improve their understanding summarising the main ideas drawn from more than one paragraph,
Inference	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and beginning to justify

Year 5	Reading Expectations
	inferences with evidence
Prediction	Developing ability to predict what might happen from details stated and implied
Authorial Intent	identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language
Non-fiction Discussing Reading	Increasingly able to distinguish between statements of fact and opinion retrieve, record and present information from non-fiction recommending books that they have read to their peers, giving reasons for their choices participate in discussions about books, building on their own and others' ideas explain and discuss their understanding of what they have read, provide more reasoned justifications for their views