Year 5	Beginning	Within	Secure	End of UKS2 expectations
Word Reading	➢ I can work out the meaning of unknown words from the way they are used in context	➢ I can understand and explain the function of sophisticated punctuation	➢ I can persevere with complex texts	Pupils should be taught to: apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.
Comprehension	➢ I can skim and scan non-fiction texts at speed for research ➢ I can refer to the text to support predictions and opinion ➢ I can confidently identify the point of	➢ I can decide on the quality and usefulness of a range of texts and explain clearly to others ➢ I can infer messages, moods, feelings and attitudes across a text in level appropriate texts	➢ I can discuss the difference between literal and figurative language and the effects of imagery ➢ I can evaluate the success of a text providing evidence that refers to	Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and

	view of some texts and how this impacts on the reader
	
	➢ I can identify and discuss implicit and explicit points of view in some texts at an appropriate level/standard
	
	➢ I can explain a character's motives throughout a story and use evidence from the text to back up opinions
	
	➢ I can explain the structural devices an author has used to organise a text
	
	➢ I can respond to what I read – imagining events and how characters feel
		➢ I can retrieve and collate key ideas and information from a range of sources
		
		➢ I can comment on the success of texts in provoking particular responses
		
		➢ I can identify why a long-established novel may have retained its lasting appeal
		
		➢ I can recognise which character the writer wants the reader to like or dislike and what techniques are used to achieve this
			language, theme and style
			
			➢ I can sometimes recognise the use of irony and comment on the writer's intention
			
			➢ I can explore texts to support and justify predictions and opinions
			
			➢ I can identify the purpose, audience and organisation of different fiction/non-fiction texts and evaluate the success of each of these elements
			
			➢ I can begin to evaluate how messages, moods, feelings and attitudes are conveyed in poetry, prose and non-fiction, making
				reference books or textbooks
				   reading books that are structured in different ways and reading for a range of purposes
				   increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
				
				   recommending books that they have read to their peers, giving reasons for their choices
				   identifying and discussing themes and conventions in and across a wide range of writing
				   making comparisons within and across books
				   learning a wider range of poetry by heart
				   preparing poems

			reference to the text
			
			➢ I can discuss the message a text has about our society, a particular culture or traditions from the past
				and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
				   understand what they read by:
				   checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
				   asking questions to improve their understanding
				   drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
				   predicting what might happen from details stated and implied
				   summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

				identifying how language, structure and presentation contribute to meaning
				discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
				distinguish between statements of fact and opinion
				retrieve, record and present information from non-fiction
				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
				explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

				provide reasoned justifications for their views.