

Woodcocks' Well C of E Primary School
Reading Progression Model
Year 5 and 6

	Knowledge	Skills
5	<p>Word Reading To know how to read aloud root words, prefixes and suffixes (morphology and etymology).</p> <p>To understand the meaning of most new words that they meet</p>	<ul style="list-style-type: none"> • see appendix 1 of POS for the full list
6	<p>Word Reading To know how to read aloud root words, prefixes and suffixes. (morphology and etymology) securely.</p> <p>To understand the meaning of new words that they meet.</p>	<ul style="list-style-type: none"> • see appendix 1 of POS for the full list
5	<p>Comprehension To know how to maintain a positive attitude towards reading for the majority of the time.</p> <p>To understand what they read.</p> <p>To know the value of participating in discussions.</p>	<ul style="list-style-type: none"> • continue to read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • read some books that are structured in different ways and reading for a range of purposes • increase 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 • recommend books that they have read to their peers, giving reasons for their choices • identify and discuss themes and conventions in and across a wide range of writing • make comparisons within and across books • learn a wide range of poetry by heart • prepare some 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 • check that the age-related book makes sense to them, discussing their understanding and exploring the meaning of words in context • ask a variety questions to improve their understanding • draw some inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predict what might happen from details stated and implied, with some accuracy • summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas, with increasing accuracy • identify how language, structure and presentation contribute to meaning, with some accuracy • distinguish between statements of fact and opinion, with some accuracy • retrieve, record and present information from non-fiction • begin to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • participate in age-related 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 • begin to explain and discuss their understanding of what

<p>6</p>	<p>Comprehension To know how to maintain a positive attitude towards reading.</p> <p>To understand what they read.</p> <p>To know the value of participating in discussions.</p>	<p>they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <ul style="list-style-type: none"> • begin to provide reasoned justifications for their views <ul style="list-style-type: none"> • continue to read and discuss an increasingly wider range of fiction, poetry, plays, non-fiction and reference books or textbooks • read a wide variety of books that are structured in different ways and reading for a range of purposes • increase their familiarity with a much wider range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • recommend a wider range of books that they have read to their peers, giving reasons for their choices • identify and discuss themes and conventions in and across a wider range of writing • make comparisons within and across a wider range of books • learn a wide range of poetry by heart • prepare 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 <ul style="list-style-type: none"> • check that the age-related book makes sense to them, discussing their understanding and exploring the meaning of words in context • ask a variety of questions to improve their understanding • draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predict what might happen from details stated and implied • summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • identify how language, structure and presentation contribute to meaning • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction accurately <ul style="list-style-type: none"> • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • 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 <p>provide reasoned justifications for their views</p>
----------	---	---

Vocabulary

Vocabulary will be the context of the subject. Where there is a discreet spelling element recommendations in appendix 1 of the POS will be followed.