

Band 5 - Reading

| Working Towards | | | Working AT | | Greater Depth | |
|---|----|---|--|---|---|------|
| B | B+ | W | W+ | S | S+ | Deep |
| <p>Building on Band 4... Is reading books that are approaching chronological age/expectation for Y5</p> <ul style="list-style-type: none"> Reads most words effortlessly and attempts to decode unfamiliar words with increasing automaticity. Reads further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word. Use dictionaries to check the meaning of words they have read. Reads silently and discusses what they have read. Reads aloud with appropriate intonation. Checks that the text makes sense, questioning understanding with unfamiliar words or phrases. Is choosing a wider range of texts and books including authors that they may not have previously chosen. Recognises and explains structural conventions of common text types (e.g. Headlines in newspapers, address in letters, headings in reports). Knows the difference between simile and metaphor and can spot the two in writing. Retrieves and records information from non-fiction using contents and index pages. Discusses language used in a variety of texts and explains how the writer has used these to enhance meaning. Summarises stories in their own words. Draws inferences such as feelings, thoughts and motives from their actions and justifies with evidence. | | | <p>Will be reading books AT chronological age or above.</p> <ul style="list-style-type: none"> Reads with fluency with full knowledge of the Y5/6 common exception words taught in Y5. Reads with a fluency of 90 words per minute (age appropriate books) Understands the use of root words. Know and read a range of prefixes. Know and be able to read all suffixes taught in Y5 from appendix 1 of the NC. Reads fluently, confidently and independently using strategies to work out any unfamiliar word and applying a growing knowledge of root words, prefixes and suffixes (morphology and etymology). Sees reading as a pleasurable activity. Demonstrates appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry, to make the meaning clear to the audience. Recommends books to others based on own reading preferences. Demonstrates an increasing 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. Understands the conventions of different types of writing such as the use of the first person in writing diaries and autobiographies. Uses some technical terms such as metaphor, simile, analogy, imagery, style and effect when discussing texts. Is beginning to explain how language (including figurative language, structure and presentation can contribute to the meaning of a text. Distinguishes between statements of fact and fiction. In using non-fiction, accurately retrieves from non-fiction using contents pages and indexes, records and can summarise information found. Can answer a range of question types with justification and textual evidence. Recognises themes within texts (e.g. loss or heroism); and can compare characters, settings, themes and other aspects within texts. Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main idea. | | <p>Will be reading above chronological age.</p> <ul style="list-style-type: none"> Reads a wider range of challenging texts that are above chronological age with fluency and understanding. Reads aloud with fluency - 90 words a minute or above. Shows a deeper understanding of morphology and etymology. Shows awareness of the audience when reading out loud, using a range of devices for effect. Recommends texts based on personal choice, giving reasons for these choices. Actively engages with a wide variety of genres. Can identify the characteristics of text types and differences between genres, providing examples from their wider reading experiences. Evaluates the use of figurative language and explain how it has created an effect and impact on the reader. Navigates and efficiently retrieves a variety of information from a range of fiction and non-fiction sources. Shows empathy towards a character and justifies reasons for their actions or opinions. Is beginning to discuss how characters change within a text and offer explanations as to why - with textual evidence. Makes notes when analysing texts, including précising paragraphs. | |

