

Working towards the Y5 expected standard... (B/B+)		Evidence x 3		
		<i>Autumn</i>	<i>Spring</i>	<i>Summer</i>
Predicting				
Inferring	draw simple inferences			
	use generally relevant textual reference or quotation, even when points made are not always accurate			
	identify relevant points			
	make comments that are supported by textual reference or quotation although may lack clarity			
	justify opinions and elaborate by referring to the text e.g. evidence			
Asking Questions				
Evaluating	increase their familiarity with a wide range of books, including myths, legends and traditional stories			
	continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks			
	recognise some different forms of poetry e.g. free verse and narrative poetry			
Clarifying	use dictionaries to check the meaning of words that they have read			
	apply all of the root words, prefixes and suffixes listed in the year 3 and 4 Spelling NC, both to read aloud and to understand the meaning of new words they meet			
	discuss their understanding of the text making references to the text and explain the meaning of more complex words in context			
Making Connections				
Summarising	Summarise other peoples' opinions on what they have read, build upon shared ideas and challenge ideas using evidence in the text.			
	retrieve and record information from fiction and non-fiction by skimming for gist and scanning for key words			
Other	prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action			
	begin to learn poetry by heart			

Working at the Y5 expected standard... (w/w+/s)		Evidence x 3		
		Autumn	Spring	Summer
Predicting	predict what might happen from details stated and implied			
Inferring	draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence			
	use generally relevant textual reference or quotation, even when points made are not always accurate			
	identify relevant points			
	draw inferences although comments may not be rooted securely in the text or may repeat narrative or content			
	make comments that are supported by textual reference or quotation			
	provide reasoned justifications for their views			
Asking Questions	ask questions to improve their understanding			
Evaluating	identify how language, structure and presentation contribute to meaning			
	continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks			
	read books that are structured in different ways and reading for a range of purposes			
	increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally			
	recommend books that they have read to their peers, giving reasons for their choices			
	discuss and evaluate how authors use language, including figurative language, considering the impact on the reader			
Clarifying	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in year 5 Spelling NC , both to read aloud and to understand the meaning of new words that they meet.			
	check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context			
	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			
Making Connections	identify and discuss themes and conventions in and across a wide range of writing			
	make comparisons within and across books			
Summarising	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas			
	retrieve, record and present information from non-fiction using a range of techniques e.g. - skimming for gist - scanning for key words - text marking to research information quickly			
Other	learn a wider 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			
	distinguish between statements of fact and opinion			

Working at greater depth within the Y5 expected standard... (s+)		<i>Evidence x 3</i>		
		<i>Autumn</i>	<i>Spring</i>	<i>Summer</i>
Predicting				
Inferring	<p>draw inferences and justify by quoting specific sections of the text</p> <p>all textual references are carefully selected and phrased to effectively support points or views</p> <p>draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence by providing quotations and identifying words/phrases that imply feelings/motives</p> <p>justify and explain points with greater detail and clarity</p> <p>provide reasoned justifications for their views and begin to provide evidence against opposing views</p> <p>Points are explained clearly with detail and justification</p>			
Asking Questions				
Evaluating	<p>carefully select from a range of texts based on genre or story preference</p> <p>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. Adapt presentation style according to audience</p> <p>carefully evaluate books and use this to inform reading preferences</p> <p>reads a range of books and other text types to gather information as part of the research process</p> <p>and explain why some text types may be more reliable than others</p> <p>develop a rich understanding of a wide range of texts, texts by different authors and texts from different cultures/time periods</p> <p>discuss and evaluate how authors use language and other techniques, considering the impact on the reader by making specific references to words/phrases</p> <p>fully explore authorial style and techniques and explains the effects these create, using these to make choices about reading [for example, language choices, sentence structures, punctuation]</p>			
Clarifying				
Making Connections				
Summarising				
Other	<p>read longer texts for sustained periods</p> <p>learn different styles of poetry by heart, using intonation, tone and volume to portray meaning and engage the audience</p> <p>performs a range of more complex poetry, using intonation, tone and volume to portray shades of meaning</p> <p>carry out independent research using a variety of text-based sources as evidence</p>			