



Year 5 English Subject Map: READING



AGE RELATED EXPECTATIONS			
	WORD READING		COMPREHENSION
Phonics and decoding	<p>1.To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>2.To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/- ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently</p>	Understanding and correcting inaccuracies	
Common Exception Words	<p>3.To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>	Comparing, Contrasting and Commenting	<p>4.To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p> <p>5.To 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.</p> <p>6.To identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>7.To recommend texts to peers based on personal choice.</p>
Fluency	<p><i>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</i></p>	Words in Context and Authorial Choice	<p>8.To discuss vocabulary used by the author to create effect including figurative language.</p> <p>9.To evaluate the use of authors’ language and explain how it has created an impact on the reader.</p>
		Inference and Prediction	<p>10.To draw inferences from characters’ feelings, thoughts and motives.</p> <p>11.To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p>
		Poetry and Performance	<p>12.To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p>
		Non-Fiction	<p>13.To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p>