

## Willow Primary Academy Reading End Points – Year 5



Year 5 Autumn

Book Talk – Understanding and Discussing	Word Meanings/Vocabulary	Authorial Intent
<ul style="list-style-type: none"> <li>- Identify language, structural and presentational features in texts and explain how they contribute to meaning</li> <li>- Retrieve, record and present information from non-fiction texts independently and creatively</li> <li>- Discuss texts, expressing and justifying opinions, building ideas and challenging others’ views</li> <li>- Draw inferences such as inferring characters feelings thoughts and motives from their actions and justifying these with evidence</li> <li>- Make inferences about actions, feelings, events or states</li> <li>- Give one or two pieces of evidence to support the point they are making</li> <li>- Predict what might happen from details stated and implied</li> <li>- Confidently skim and scan and also use the skill of reading before and after to retrieve information</li> <li>- Provide straight-forward explanations for the purpose of language, structure and presentation of texts</li> <li>- Recommend books to others, giving detailed reasons</li> <li>- Participate confidently in discussion about books, expressing and justifying opinions, building on ideas and challenging others’ views</li> <li>- Discuss the themes or conventions from a text</li> <li>- Deepen understanding by linking text-based discussions to the wider world of personal, national and international events, at to the wider curriculum</li> </ul>	<ul style="list-style-type: none"> <li>- Determine the meaning of new words by applying morphological and etymological knowledge of root words and prefixes and suffixes (affixes)</li> <li>- Explore the meaning of words in context using a dictionary or thesaurus, where appropriate</li> <li>- Investigate alternative word choices that could be made (including synonyms and antonyms)</li> <li>- Know securely the different pronunciations of words with the same letter string (bought, rough, plough)</li> <li>- Discuss their understanding of the meaning of words in context, finding other words which are similar</li> <li>- Read around the word and explore its meaning in the broader context of a section or paragraph</li> </ul>	<ul style="list-style-type: none"> <li>- Identify how language, structure and presentation contribute to meaning</li> <li>- Discuss and evaluate how authors use language</li> </ul>
Fluency	Poetry and Performing/Oracy	Range of Reading/Familiarity of Texts
<ul style="list-style-type: none"> <li>- Use punctuation to determine intonation and expression when reading aloud</li> <li>- Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, making the meaning clear by how they present the text</li> <li>- Can read aloud a wide range of texts at a reasonable speaking pace</li> <li>- Can confidently break up words with no detriment to fluency</li> </ul>	<ul style="list-style-type: none"> <li>- Perform poems with confidence to a range of audiences</li> <li>- Show an understanding of poems by using appropriate intonation, tone, volume or actions when performing</li> <li>- Read and recite age-appropriate and more challenging poetry that has been learned by heart</li> </ul>	<ul style="list-style-type: none"> <li>- Be familiar with a range of text types</li> </ul>

## Willow Primary Academy Reading End Points – Year 5



Year 5 Spring

Book Talk – Understanding and Discussing	Word Meanings/Vocabulary	Authorial Intent
<ul style="list-style-type: none"> <li>- Identify language, structural and presentational features in texts and explain how they contribute to meaning</li> <li>- Retrieve, record and present information from non-fiction texts independently and creatively</li> <li>- Discuss texts, expressing and justifying opinions, building ideas and challenging others’ views</li> <li>- Draw inferences such as inferring characters feelings thoughts and motives from their actions and justifying these with evidence</li> <li>- Make inferences about actions, feelings, events or states</li> <li>- Give one or two pieces of evidence to support the point they are making</li> <li>- Predict what might happen from details stated and implied</li> <li>- Confidently skim and scan and also use the skill of reading before and after to retrieve information</li> <li>- Provide straight-forward explanations for the purpose of language, structure and presentation of texts</li> <li>- Recommend books to others, giving detailed reasons</li> <li>- Participate confidently in discussion about books, expressing and justifying opinions, building on ideas and challenging others’ views</li> <li>- Discuss the themes or conventions from a text</li> <li>- Deepen understanding by linking text-based discussions to the wider world of personal, national and international events, at to the wider curriculum</li> <li>- Support predictions with relevant evidence from the text</li> <li>- Distinguish fact from opinion, with some accuracy and awareness of ambiguity</li> <li>- Readily ask pertinent questions to enhance understanding</li> <li>- Summarise the main ideas, drawn from more than one paragraph, identifying key details to support the main ideas</li> </ul>	<ul style="list-style-type: none"> <li>- Determine the meaning of new words by applying morphological and etymological knowledge of root words and prefixes and suffixes (affixes)</li> <li>- Explore the meaning of words in context using a dictionary or thesaurus, where appropriate</li> <li>- Investigate alternative word choices that could be made (including synonyms and antonyms)</li> <li>- Know securely the different pronunciations of words with the same letter string (bought, rough, plough)</li> <li>- Discuss their understanding of the meaning of words in context, finding other words which are similar</li> <li>- Read around the word and explore its meaning in the broader context of a section or paragraph</li> </ul>	<ul style="list-style-type: none"> <li>- Identify how language, structure and presentation contribute to meaning</li> <li>- Discuss and evaluate how authors use language</li> <li>- Begin to look at figurative language, considering the impact on the reader</li> </ul>
Fluency	Poetry and Performing/Oracy	Range of Reading/Familiarity of Texts
<ul style="list-style-type: none"> <li>- Use punctuation to determine intonation and expression when reading aloud</li> <li>- Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, making the meaning clear by how they present the text</li> <li>- Can read aloud a wide range of texts at a reasonable speaking pace</li> <li>- Can confidently break up words with no detriment to fluency</li> <li>- Reads with accuracy, automaticity and prosody</li> <li>- Fluently and automatically read a range of age-appropriate texts</li> <li>- Read most common exception words effortlessly</li> </ul>	<ul style="list-style-type: none"> <li>- Perform poems with confidence to a range of audiences</li> <li>- Show an understanding of poems by using appropriate intonation, tone, volume or actions when performing</li> <li>- Read and recite age-appropriate and more challenging poetry that has been learned by heart</li> </ul>	<ul style="list-style-type: none"> <li>- Be familiar with a range of text types</li> <li>- Read a growing repertoire of texts</li> </ul>

## Willow Primary Academy Reading End Points – Year 5



Year 5 Summer

Book Talk – Understanding and Discussing	Word Meanings/Vocabulary	Authorial Intent
<ul style="list-style-type: none"> <li>- Identify language, structural and presentational features in texts and explain how they contribute to meaning</li> <li>- Summarise the main ideas, drawn from more than one paragraph, identifying key details to support the main ideas</li> <li>- Retrieve, record and present information from non-fiction texts independently and creatively</li> <li>- Discuss texts, expressing and justifying opinions, building ideas and challenging others' views</li> <li>- Draw inferences such as inferring characters feelings thoughts and motives from their actions and justifying these with evidence</li> <li>- Make inferences about actions, feelings, events or states</li> <li>- Give one or two pieces of evidence to support the point they are making</li> <li>- Predict what might happen from details stated and implied</li> <li>- Support predictions with relevant evidence from the text</li> <li>- Confidently skim and scan and also use the skill of reading before and after to retrieve information</li> <li>- Provide straight-forward explanations for the purpose of language, structure and presentation of texts</li> <li>- Distinguish fact from opinion, with some accuracy and awareness of ambiguity</li> <li>- Recommend books to others, giving detailed reasons</li> <li>- Readily ask pertinent questions to enhance understanding</li> <li>- Participate confidently in discussion about books, expressing and justifying opinions, building on ideas and challenging others' views</li> <li>- Discuss the themes or conventions from a text</li> <li>- Deepen understanding by linking text-based discussions to the wider world of personal, national and international events, at to the wider curriculum</li> <li>- Begin to draw evidence from more than one place in a text</li> <li>- Make connections between information across the text and include this in an answer</li> <li>- Make comparisons within and across texts</li> <li>- Confirm and modify predictions as they read on</li> </ul>	<ul style="list-style-type: none"> <li>- Determine the meaning of new words by applying morphological and etymological knowledge of root words and prefixes and suffixes (affixes)</li> <li>- Explore the meaning of words in context using a dictionary or thesaurus, where appropriate</li> <li>- Investigate alternative word choices that could be made (including synonyms and antonyms)</li> <li>- Know securely the different pronunciations of words with the same letter string (bought, rough, plough)</li> <li>- Discuss their understanding of the meaning of words in context, finding other words which are similar</li> <li>- Read around the word and explore its meaning in the broader context of a section or paragraph</li> </ul>	<ul style="list-style-type: none"> <li>- Identify how language, structure and presentation contribute to meaning</li> <li>- Discuss and evaluate how authors use language</li> <li>- Begin to look at figurative language, considering the impact on the reader</li> </ul>
Fluency	Poetry and Performing/Oracy	Range of Reading/Familiarity of Texts
<ul style="list-style-type: none"> <li>- Use punctuation to determine intonation and expression when reading aloud</li> <li>- Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, making the meaning clear by how they present the text</li> <li>- Fluently and automatically read a range of age-appropriate texts</li> <li>- Can read aloud a wide range of texts at a reasonable speaking pace</li> <li>- Can confidently break up words with no detriment to fluency</li> <li>- Reads with accuracy, automaticity and prosody</li> <li>- Read most common exception words effortlessly</li> </ul>	<ul style="list-style-type: none"> <li>- Perform poems with confidence to a range of audiences</li> <li>- Show an understanding of poems by using appropriate intonation, tone, volume or actions when performing</li> <li>- Read and recite age-appropriate and more challenging poetry that has been learned by heart</li> <li>- Explain what they know or have read, including through formal presentations and debates</li> </ul>	<ul style="list-style-type: none"> <li>- Read a growing repertoire of texts</li> <li>- Be familiar with a range of text types</li> <li>- Discuss and comment on themes and conventions in a range of genre</li> </ul>