The End of Year 5 Expectations in Reading are:

Word Reading:

Can read all the Year 3 and Year 4 common exception words (tricky words) see English Spelling Appendix 1.

Can read age appropriate books with confidence and fluency (including whole novels).

Can apply their knowledge of root words, prefixes and suffixes to help them understand the meaning of unfamiliar words (see English Spelling Appendix 1).

Can read further exemption words, noting the unusual correspondences between spelling and sound, and locate where these occur in the word (see English Spelling Appendix 1, Year 5 & 6 word list).

Can attempt the pronunciation of unfamiliar words, drawing on their prior knowledge of similar looking words.

Can re-read and read ahead to check for meaning.

Comprehension:

Continues to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Reads books that are structured in different ways and can read for a range of purposes (e.g. graphic novels, chapter books, picture books, non-narrative).

Is familiar with and can talk about a wide range of books, including myths, legends, traditional stories and books from other cultures.

Can recommend books they have read to their peers, giving reasons for their choices.

Can learn poems by heart, for example narrative verse, haiku.

Can read aloud with intonation that shows understanding.

Can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Can check that a book makes sense to them and discuss what has been understood.

Can work out the meaning of words from the context and recognise how the meaning of sentences is created by word order and punctuation.

Will ask questions to improve their understanding of what they have read.

Can draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, and they can justify these with evidence from the text.

Can summarise the main ideas drawn from a text.

Can identify the effect of the context on a text, e.g. historical or cultural.

Can identify how language, structure and presentation contribute to the meaning of a text.

Can identify how a writer uses language and punctuation to convey character.

Can find examples of, and talk about, how a writer uses vocabulary and grammatical features to create effect, e.g. precisely chosen adjectives, similes and personification.

Can distinguish between statements of fact and opinion.

Can use scanning and text marking to find and identify key information in non-fiction texts.

Can raise queries about a text.

Can listen to others ideas and opinions about a text.

Can present an oral overview or summary of a text.

Can present a personal point of view based on what has been read, explain this view and provide evidence for it.