



My Year 5 Learning Journey for Reading

| | | I am Working Towards Year 5's objectives with support (Emerging) | I am Working Towards Year 5's objectives (Developing) | I am Achieving Year 5's objectives (Secure) |
|--|---|---|--|---|
| Decoding | 1 | I can read out loud confidently, increasingly focussing on my understanding rather than working out individual words. I can work out how to read some unfamiliar written words using different strategies, including the context of the sentence. If the pronunciation sounds unfamiliar, I ask for help. | I can read confidently either silently or accurately out loud, focussing on my understanding rather than working out individual words. I can often work out how to read unfamiliar words, making a fair attempt at pronunciation and remembering some of these words for later use. | * I can read confidently either silently or fluently and accurately out loud in English and increasingly, in other subjects. I confidently work out how to read unfamiliar words , making a good attempt at correct pronunciation and remembering and using these words. |
| | 2 | I can , with support, sometimes make a sensible guess at the pronunciation and meanings of new words eg by thinking about their use in the context of the text, similarity to other words I know and my growing understanding of root words, prefixes (un-, dis-, mis-, il-, im-, re-, sub-, ir-, inter-, super-, anti-, auto-) and suffixes (-ure,-sion,-ssion,-cian,-tion,-ous,-ious, -eous,-iour, -our, -or,-ation,-ly). | I can often work out the meanings of new words in the texts I read using some different strategies such as their use in the context of the text, similarity to other words I know, and using my good knowledge of root words, prefixes and suffixes (-ent,-ence,-able, -ably,-ible, -ibly). | *I can work out the meanings of most new words in the texts I read using a range of strategies Eg my understanding of how words are put together (morphology) eg I know the word 'obey' so I can also read and understand 'obedience/disobedience, obediently' and the origins of words (etymology). |
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| Range of Reading, Enjoyment and Response | 3 | I am an increasingly independent reader who regularly reads both fiction and non-fiction books for my own enjoyment inside and outside of school. | I am an independent reader who regularly reads a wide variety of age appropriate fiction and non-fiction (including plays, poetry and different types of non-fiction texts) for my own enjoyment inside and outside of school. | I am an enthusiastic, independent reader who regularly reads a wide variety of age appropriate fiction and non-fiction (including plays, poetry and different types of non-fiction texts) for a range of purposes. |
| | 4 | I am familiar with and can name a range of age appropriate books, including poetry and play-scripts. I can say some of the main features (conventions of language, structure, presentation) of some different genres of writing eg first person in writing diaries and can sometimes identify these features in a text. | I am familiar with and can name a range of age appropriate books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and can identify some genres eg science fiction, fantasy, adventure, comedy. I can identify some of the main themes and features (conventions of language, structure) of different genres of writing. | * I can name a range of different genres including different types of poetry eg free verse and narrative. I can identify the main features (conventions of language, structure, presentation) of some of these different genres of writing and discuss these features in a text. |
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| | 5 | I can share my opinions about a book and make a recommendations to others, giving a reason for my choices. | I can share my opinions about a book and make appropriate recommendations to others, giving some reasons for my choices. | I can share and explain my opinions about a book and make appropriate recommendations to others , explaining some reasons for my choices. |
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| | 6 | I can, with support compare a book (characters, events, structure) with other books that I know. | I can compare a book (characters, events, structure, ideas, author's viewpoint) either by making comparisons between different parts of the book or by comparing it with other books that I know. | *I can compare a book (characters, events, structure, ideas, author's viewpoint) either by making comparisons between different parts of the book or by comparing it with other books that I know and explain my ideas in detail. |
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| Understanding (Comprehension) | 7 | I can, with support, identify some of the key ideas in texts and recognise some of the main ideas in paragraphs. | I can independently identify some key themes in texts and can recognise and sometimes summarise the main ideas in paragraphs using my own words and key vocabulary from the text. | *I can identify the key themes in texts and can recognise and summarise the main ideas in paragraphs in a series of sentences. |
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| | 8 | I can sometimes read 'between the lines' and make a prediction about what will happen next, giving a reason for my prediction when prompted. | I can read 'between the lines' and make a prediction about what will happen next, sometimes giving a reason for my prediction using a clue in the text and/or other similar books that I have read. | *I can read 'between the lines' and make a sensible prediction about what will happen next , giving a reason for my prediction eg by using some clues in the text and/or other similar books that I have read. |
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| | 9 | I am starting to draw simple inferences (eg about characters' feelings, thoughts and motives) from the text and, when prompted, look back at the text to back up my ideas. | I can draw inferences (eg about characters' feelings, thoughts and motives) from the text and sometimes independently support my ideas using a piece of evidence or quote from the text. | *I can draw inferences (eg about characters' personalities feelings, thoughts and motives) and explain my thinking, supporting my inferences and opinions using at least two pieces of evidence or quotes from across the text to back up each point. |
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| | 10 | I can identify figurative language including similes, metaphors and personification and can sometimes explain what the image means with support. | I can identify figurative language including similes, metaphors and personification and can often explain the meaning of the image. | *I can identify figurative language including similes, metaphors and personification and can explain the meaning of the image, sometimes describing the effect on the reader. |
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| | 11 | I can, with support, retrieve relevant information from use non-fiction texts and record the information that I have found. | I can retrieve relevant information from a non-fiction text (often using contents pages and indexes) and can sometimes record the information that I have found in a clear way for others to understand. | * I can retrieve relevant information from non-fiction texts across the curriculum (including using contents pages and indexes) and often record the information that I have found in a clear way for others to understand. eg highlighting, using bullet points, mind-mapping. |
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My Learning Reflection

| | This term in my reading, I have improved... | My next step in my reading is to... | Test Score |
|---------|---|-------------------------------------|------------|
| Autumn: | | | |
| Spring | | | |
| Summer | | | |



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Notes:

- All steps with an asterisk are KPI's (Key Performance Indicators)
- Numbering has no significance but is for ease of reference.
- 'Most' or 'Mostly' or 'nearly always' indicates that the statement is generally met with only occasional errors. If this is not specified in the 'Secure' column, the assumption is that the statement is nearly always met.
- 'Often' indicates that the skill is correctly demonstrated more often than not ie on more than half of occasions attempted.
- 'Some' or 'sometimes' indicates that the skill / knowledge is starting to be acquired, and is demonstrated correctly on occasion, but is not consistent or frequent.
- 'With support / help' indicates that the child needed some level of support or intervention to achieve the statement. If support is not specified, the assumption is that the child could achieve the statement independently.