Year 5 Wilby CEVC Primary School Reading tracker

Group/Class:

Word Reading

Pupils can:

Applies their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.

They rarely misread words because they look closely at all the letters within it

Work out how to pronounce unfamiliar written words with increasing automaticity

Read aloud, with confidence and fluency

RETRIEVE Understand, summarise, retrieve and record information from texts, including non-fiction.	INTERPRET Deduce, infer or predict information, events or ideas from text, justifying using the text.	CHOICE Explain and comment on the writers' use of language, structure and presentation and the overall impact on the reader.	VIEWPOINT Identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.	PERFORM Show understanding through intonation, tone, volume and action when performing poems and play-scripts.	REVIEW Discuss books read independently and as a group, justifying their views.

Comprehension- understanding reading

Identify and discuss themes (e.g loss/ heroism) and conventions(e.g use of first person/ diary format) in a wide range of texts

Make comparisons within and across two or three books

Consider different accounts of the same event-from e.g different characters point of view within the story.

Identify and discuss viewpoints within a text

Identify how language, structure and presentation contribute to meaning – e.g how a text looks, the type of language an author uses (negative, lots of verbs to create a busy scene etc)

Recognise that authors use language in different ways to create effect (simile, metaphor, alliteration) and make a simple comment on how this effects the reader.

Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with specific contextual evidence

Predict what might happen from details stated and implied

Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

Begins to ask questions to develop understanding of texts independently

Non-Fiction

Retrieve, record and present information from non-fiction from a range of sources including the internet.

Use contents pages and indexes to locate information

Distinguish between statements of fact and opinion

The main purpose of the text is identified

Reading Behaviour

Pupils can:

Discuss, explain and evaluate

Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas

With assistance 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

Provide reasoned justifications for their views by making general reference to the text.

Summarise and present a familiar story in their own words

Beginning to use technical language to describe language used (e.g. simile, metaphor)

Attitudes to reading

Choose to read for pleasure

Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

Read silently, and then discuss what they have read

Read books that are structured in different ways and read for a range of purposes

Read a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions and comments on and identifies similarities and differences between text types (e.g different cultures, narrative, traditional tales etc).

Learn a range of poetry by heart, reading them with expression and understanding

Recommend books that they have read to their peers, giving reasons for their choices