



| <b>Meeting statements</b>   | <b>Planning</b> |    |    |    |     |     |  |
|---|-----------------|----|----|----|-----|-----|--|
|   | A1              | A2 | S1 | S2 | Su1 | Su2 |  |
| <p><b>Phonics and Decoding</b></p> <p>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>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>  |                 |    |    |    |     |     |  |
| <p><b>Common Exception Words</b></p> <p>To read most Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>  |                 |    |    |    |     |     |  |
| <p><b>Comparing, Contrasting and Commenting</b></p> <p>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>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>To identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>To recommend texts to peers based on personal choice.</p> |                 |    |    |    |     |     |  |
| <p><b>Words in Context and Authorial Choice</b></p> <p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors’ language and explain how it has created an impact on the reader.</p>   |                 |    |    |    |     |     |  |
| <p><b>Inference and Prediction</b></p> <p>To draw inferences from characters’ feelings, thoughts and motives.</p> <p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p>  |                 |    |    |    |     |     |  |
| <p><b>Poetry and Performance</b></p> <p>To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p>   |                 |    |    |    |     |     |  |
| <p><b>Non-Fiction</b></p> <p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p>   |                 |    |    |    |     |     |  |



## Year 5 Reading– Key Performance Indicators

