

<b>Year 5</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Decoding</b>	I can read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.	I can read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.	I can read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.	I can read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.	I can read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.	I can read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
	I can apply my 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, inly to read aloud fluently	I can apply my 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, inly to read aloud fluently	I can apply my 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, inly to read aloud fluently	I can apply my 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, inly to read aloud fluently	I can apply my 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, inly to read aloud fluently	I can apply my 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, inly to read aloud fluently
<b>Fluency</b>	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary					
<b>Understanding</b>	I can skim and scan and summarise information	I can skim and scan and summarise information	I can skim and scan and summarise information	I can skim and scan and summarise information	I can skim and scan and summarise information	I can skim and scan and summarise information
	I can explain and justify opinions with range of evidence from the texts	I can explain and justify opinions with range of evidence from the texts	I can explain and justify opinions with range of evidence from the texts	I can explain and justify opinions with range of evidence from the texts	I can explain and justify opinions with range of evidence from the texts	I can explain and justify opinions with range of evidence from the texts
	I can use quotations from texts to support my answers	I can use quotations from texts to support my answers	I can use quotations from texts to support my answers	I can use quotations from texts to support my answers	I can use quotations from texts to support my answers	I can use quotations from texts to support my answers
	I can identify how the structure and presentation of texts contributes to the meaning	I can identify how the structure and presentation of texts contributes to the meaning	I can identify how the structure and presentation of texts contributes to the meaning	I can identify how the structure and presentation of texts contributes to the meaning	I can identify how the structure and presentation of texts contributes to the meaning	I can identify how the structure and presentation of texts contributes to the meaning
<b>Inference and prediction</b>	I can discuss messages moods, feelings and attitudes using inference and deduction	I can discuss messages moods, feelings and attitudes using inference and deduction	I can discuss messages moods, feelings and attitudes using inference and deduction	I can discuss messages moods, feelings and attitudes using inference and deduction	I can discuss messages moods, feelings and attitudes using inference and deduction	I can discuss messages moods, feelings and attitudes using inference and deduction
<b>Authorial Intent/word meanings</b>	I can evaluate how authors use language, including figurative language	I can evaluate how authors use language, including figurative language	I can evaluate how authors use language, including figurative language	I can evaluate how authors use language, including figurative language	I can evaluate how authors use language, including figurative language	I can evaluate how authors use language, including figurative language
	I can refer to the text when explaining viewpoints and reasons	I can refer to the text when explaining viewpoints and reasons	I can refer to the text when explaining viewpoints and reasons	I can refer to the text when explaining viewpoints and reasons	I can refer to the text when explaining viewpoints and reasons	I can refer to the text when explaining viewpoints and reasons
	I am aware of the way certain powerful verbs can add to the tension or deepen a readers understanding of a specific situation or action	I am aware of the way certain powerful verbs can add to the tension or deepen a readers understanding of a specific situation or action	I am aware of the way certain powerful verbs can add to the tension or deepen a readers understanding of a specific situation or action	I am aware of the way certain powerful verbs can add to the tension or deepen a readers understanding of a specific situation or action	I am aware of the way certain powerful verbs can add to the tension or deepen a readers understanding of a specific situation or action	I am aware of the way certain powerful verbs can add to the tension or deepen a readers understanding of a specific situation or action

	I show awareness of the effect of writer's language choices	I show awareness of the effect of writer's language choices	I show awareness of the effect of writer's language choices	I show awareness of the effect of writer's language choices	I show awareness of the effect of writer's language choices	I show awareness of the effect of writer's language choices
<b>Discussing Reading</b>	I can evaluate texts and use relevant information to support my opinion	I can evaluate texts and use relevant information to support my opinion	I can evaluate texts and use relevant information to support my opinion	I can evaluate texts and use relevant information to support my opinion	I can evaluate texts and use relevant information to support my opinion	I can evaluate texts and use relevant information to support my opinion