Year 5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6			
Decoding	I can read most words	I can read most words	I can read most words	I can read most words	I can read most words	I can read most words			
	fluently and attempt to	fluently and attempt to	fluently and attempt to	fluently and attempt to	fluently and attempt to	fluently and attempt to			
	decode any unfamiliar	decode any unfamiliar	decode any unfamiliar	decode any unfamiliar	decode any unfamiliar	decode any unfamiliar			
	words with increasing	words with increasing	words with increasing	words with increasing	words with increasing	words with increasing			
	speed and skill,	speed and skill,	speed and skill,	speed and skill,	speed and skill,	speed and skill,			
	recognising their	recognising their	recognising their	recognising their	recognising their	recognising their			
	meaning through	meaning through	meaning through	meaning through	meaning through	meaning through			
	contextual cues.	contextual cues.	contextual cues.	contextual cues.	contextual cues.	contextual cues.			
	I can apply my growing	I can apply my growing	I can apply my growing	I can apply my growing	I can apply my growing	I can apply my growing			
	knowledge of root words	knowledge of root words	knowledge of root words	knowledge of root words	knowledge of root words	knowledge of root words			
	prefixes and	prefixes and	prefixes and	prefixes and	prefixes and	prefixes and			
	suffixes/word endings	suffixes/word endings	suffixes/word endings	suffixes/word endings	suffixes/word endings	suffixes/word endings			
	including – sion,-tion, -	including – sion,-tion, -	including – sion,-tion, -	including – sion,-tion, -	including – sion,-tion, -	including – sion,-tion, -			
	cial, -tial, -ant/-	cial, -tial, -ant/-	cial, -tial, -ant/-	cial, -tial, -ant/-	cial, -tial, -ant/-	cial, -tial, -ant/-			
	ance/ancy,-ent,-ence, -	ance/ancy,-ent,-ence, -	ance/ancy,-ent,-ence, -	ance/ancy,-ent,-ence, -	ance/ancy,-ent,-ence, -	ance/ancy,-ent,-ence, -			
	ency, -able, ably and –	ency, -able, ably and -	ency, -able, ably and -	ency, -able, ably and -	ency, -able, ably and -	ency, -able, ably and -			
	ible, inly to read aloud	ible, inly to read aloud	ible, inly to read aloud	ible, inly to read aloud	ible, inly to read aloud	ible, inly to read aloud			
	fluently	fluently	fluently	fluently	fluently	fluently			
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Fluency	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								
Understanding	I can skim and scan and	I can skim and scan and	I can skim and scan and	I can skim and scan and	I can skim and scan and	I can skim and scan and			
	summarise information	summarise information	summarise information	summarise information	summarise information	summarise information			
	I can explain and justify	I can explain and justify	I can explain and justify	I can explain and justify	I can explain and justify	I can explain and justify			
	opinions with range of	opinions with range of	opinions with range of	opinions with range of	opinions with range of	opinions with range of			
	evidence from the texts	evidence from the texts	evidence from the texts	evidence from the texts	evidence from the texts	evidence from the texts			
	I can use quotations from	I can use quotations from	I can use quotations from	I can use quotations from	I can use quotations from	I can use quotations from			
	texts to support my	texts to support my	texts to support my	texts to support my	texts to support my	texts to support my			
	answers	answers	answers	answers	answers	answers			
	I can identify how the	I can identify how the	I can identify how the	I can identify how the	I can identify how the	I can identify how the			
	structure and	structure and	structure and	structure and	structure and	structure and			
	presentation of texts	presentation of texts	presentation of texts	presentation of texts	presentation of texts	presentation of texts			
	contributes to the	contributes to the	contributes to the	contributes to the	contributes to the	contributes to the			
	meaning	meaning	meaning	meaning	meaning	meaning			
Inference and	I can discuss messages	I can discuss messages	I can discuss messages	I can discuss messages	I can discuss messages	I can discuss messages			
prediction	moods, feelings and	moods, feelings and	moods, feelings and	moods, feelings and	moods, feelings and	moods, feelings and			
	attitudes using inference	attitudes using inference	attitudes using inference	attitudes using inference	attitudes using inference	attitudes using inference			
	and deduction	and deduction	and deduction	and deduction	and deduction	and deduction			
Authorial Intent/word	I can evaluate how	I can evaluate how	I can evaluate how	I can evaluate how	I can evaluate how	I can evaluate how			
meanings	authors use language,	authors use language,	authors use language,	authors use language,	authors use language,	authors use language,			
	including figurative	including figurative	including figurative	including figurative	including figurative	including figurative			
	language	language	language	language	language	language			
	I can refer to the text	I can refer to the text	I can refer to the text	I can refer to the text	I can refer to the text	I can refer to the text			
	when explaining	when explaining	when explaining	when explaining	when explaining	when explaining			
	viewpoints and reasons	viewpoints and reasons	viewpoints and reasons	viewpoints and reasons	viewpoints and reasons	viewpoints and reasons			
	I am aware of the way	I am aware of the way	I am aware of the way	I am aware of the way	I am aware of the way	I am aware of the way			
	certain powerful verbs	certain powerful verbs	certain powerful verbs	certain powerful verbs	certain powerful verbs	certain powerful verbs			
	can add to the tension or	can add to the tension or	can add to the tension or	can add to the tension or	can add to the tension or	can add to the tension or			
	can add to the tension of			I .		I a			
	deepen a readers	deepen a readers	deepen a readers	deepen a readers	deepen a readers	deepen a readers			
			deepen a readers understanding of a	deepen a readers understanding of a	deepen a readers understanding of a				
	deepen a readers	deepen a readers	_	_	_	deepen a readers understanding of a specific situation or			



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

