

Year 5 READING	Y5 Low Emerging	Y5 High Emerging	Y5 Low Embedding	Y5 High Embedding	Y5 Low Expected	Y5 High Expected	Y5Low Exceeding Y6 Low Emerging	Y5High Exceeding Y6 High Emerging
STEP	26	27	28	29	30	31	32	33
Ticks required	13	27	40	54	67	71	76	80
✓ Total 84 with 13 Key Objectives	The three divisions within each statement are an indication of the depth of pupil understanding not the number of times observed						All Key objectives have to be secure in order to be exceeding	

Reading - Year 5		Beginning	Progressing	Secure
Word Recognition	I can read by sight 50 of the year five/six high frequency words.			
	<i>I confidently use my knowledge of root words, prefixes and suffixes (etymology and morphology) to read and to understand the meaning of new words.</i>			
	<i>I can read books (appropriate to my Lexile score) aloud using my skills without hesitation and I re-read books to develop my fluency and confidence.</i>			
Comprehension - Age Appropriate texts to be used	I have a Lexile score of at least 700.			
	<i>I listen to and discuss a range of fiction texts (using age appropriate texts).</i>			
	<i>I listen to and discuss a range of non-fiction texts.</i>			
	I can recall a variety of traditional tales and myths and legends.			
	I am familiar with a range of modern fiction and fiction from literary heritage (Shakespeare, Dickens).			
	I am familiar with books from other cultures and traditions.			
	<i>I make comparisons within and across books.</i>			
	I can talk about the structure of a story referring to the story mountain.			
	I can talk about the structures of non-fiction text (e.g. contents, index, glossary, headings, subheadings, introduction, body, fact boxes).			
	I listen to and discuss a range of poetry.			
	I can talk about the structure of different poems (e.g. shape, acrostic, narrative, and riddle).			
	I listen to and discuss a range of play scripts.			
I can talk about the structure of different play scripts (e.g. stage directions).				
Comprehension - Skills	I am beginning to use the meaning of new vocabulary to further my understanding of the text.			
	<i>When reading independently I will stop and ask questions to improve my understanding using a variety of question words.</i>			
	<i>I can draw inferences on the characters feelings, thoughts and motives and I am beginning to find a series of evidence to support my opinion (within age appropriate texts).</i>			
	<i>I can predict what might happen from what has been stated in the text.</i>			
	<i>I can discuss the content of more than one paragraph in a text.</i>			
	<i>I can discuss and evaluate how authors use language.</i>			
	I am beginning to identify statements of fact and opinion.			
	I prepare poems and play scripts to read aloud and to perform with appropriate intonation and volume.			
	<i>I retrieve, record and present information from non-fiction texts.</i>			
	<i>I participate in discussions and can build on my own and others' ideas.</i>			
	<i>I can explain and discuss my understanding of what I have read through formal presentations and debates and have begun to maintain focus on the topic.</i>			
I can recommend books that I have read to peers, explaining why.				