Year 5 reading

Key performance indicator	Performance standard
Applies a growing knowledge of root words, prefixes and suffixes (morphology and etymology) - as listed in English appendix 1 of the national curriculum document - both to read aloud and to understand the meaning of new words that are met Increases familiarity with 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 Checks that the book makes sense to the reader, discussing the individual's understanding and exploring the meaning of words in context Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Retrieves, records and presents information from non-fiction Participates in discussions about books that are read to the child and those that can be read independently Provides reasoned justifications for their views about a book	**With reference to the KPIs** By the end of Y5 a child's reading should demonstrate increasing fluency across all subjects and not just in English A child can: - use reading strategies to work out any unfamiliar word; - accurately read individual words which might be key to the meaning of a sentence or paragraph thereby improving comprehension; - read books selected independently; - recognise themes in what is read, such as loss or heroism; and - compare characters, settings, themes and other aspects of what is read. A child understands the conventions of different types of writing such as the use of the first person in writing diaries and autobiographies A child understands some of the technical and other terms needed for discussing what is heard and read such as metaphor, simile, analogy, imagery, style and effect In using non-fiction, a child knows what information is needed to look for before beginning a task and knows how to use contents pages and indexes to locate information and applies these skills across the curriculum independently