

Year 5 reading endpoints

Retelling and reciting	Distinguish in reading aloud a story, poem or play script, between the narrator and characters and between different characters.
	Read, rehearse, evaluate and modify a performance of a story, poem or play script to convey meaning and emotion.
Decoding	Can read chapter books independently with increasing length and stamina
	Can speed read to gain the gist or the main idea
Inference	Identify when they do not understand the vocab used in the text and need to clarify the meaning. Give increasingly precise explanations of word meanings that fit with the context of the text they are reading.
	Check the plausibility and accuracy of their explanation or inference of the word meaning.
	Can make inferences about the authors' feelings / thoughts based on what has been read and word choice of the author.
	Can answer a range of inference questions about fiction and non-fiction.
	Can answer a range of inference questions about a poem.
	Infer and comment on the possible causes of events and actions.
	Justify their inferences backed up from evidence from across the whole text.

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	Infer and explain how a characters' thoughts, feelings and motives have changed over the course of the text.
	Identify statements of fact and opinion.
	Understand what is implied about characters and make judgements about their motivations and attitudes from the dialogue and descriptions.
Summarising	Can summarise a book that they read by themselves.
	Can select an appropriate title / sub title for a passage of text and can explain why others are not as appropriate (with support)
	Can select an appropriate summary for a traditional, formal poem from a multiple choice selection
	Can identify the main ideas from several paragraphs and provide additional information from a section of the text to support this.
	Can summarise in different ways, e.g. a written summary, diagrams, charts, tables
	Make regular, brief summaries of what they've read, identifying the key points.
	Summarise a complete short text or substantial section of text.
	Summarise what is known about a character, event or topic and explain any inferences or opinions by reference to the text.

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Fluency	Can read with expression and respond to punctuation to convey the meaning with independence.
	The reader places vocal emphasis on appropriate words and can adjust tone at appropriate points in the text.
Love of reading	<p>Can demonstrate a motivation for reading for pleasure.</p> <p>Can talk about a repertoire of books they have read at home.</p> <p>Can begin to actively participate in debate about favourite books, characters, themes and plots.</p> <p>Can name at least four authors, including those studied in prior year groups.</p> <p>Can discuss a range of poets they have read in this year group and others.</p>
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	Listen to text read to them.
	Read favourite authors and choose books to read on the recommendation of others.
	Talk about books, referring to details and examples in the text.

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Predict	Make regular and increasingly plausible predictions as they read, modifying their ideas as they read the next part of the text.
	Can make increasingly detailed predictions based on what has happened and information inferred and can justify these.
	Can modify predictions when reading and justify change of prediction with evidence from the text.
	When predicting, can identify a range of evidence within and beyond the text to support opinion.
	Can categorise predictions as likely /unlikely based upon what has been read so far.
Retrieval	Can answer a range of retrieval questions from two pages of text read independently.
	Can use skimming and scanning skills to locate an answer to a retrieval question at speed.
	Retrieve and record information, producing a set of notes to support a presentation.
Vocabulary	Distinguish between everyday word meanings and their subject specific use, e.g. the specific meaning of force in scientific texts.
	Can apply their growing knowledge of roots words, prefixes, suffixes (Appendix 2), etymology to read unknown words.
	Can discuss the meaning of new words using the context of the sentence.

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	Can find and select words and phrases from across a whole text to answer questions.
	Identify figurative language devices.
	Discuss how authors use figurative language and the impact of these on the reader.
	Ask questions about vocabulary to improve their understanding.
	Compare the impact of the different languages devices within a text.
	Compare the language of poetry, prose and non-fiction for the same theme of information.