

Year 5	Step 16	Step 17
Recommending books that they have read to their peers, giving reasons for their choices. -Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary		
Word Reading	- I can confidently read unknown words with prefixes and suffixes and I am beginning to make connections between words.	- I can confidently read most words, understanding the impact of prefixes and suffixes on root words.
Range of Texts -Maintain positive attitudes to reading and understanding of what they read by: - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. - reading books that are structured in different ways and reading for a range of purposes. - increasing their 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. - learning a wider range of poetry by heart. - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience -Participate in discussions about books		
Comprehension	<ul style="list-style-type: none"> - I can identify the different features of fiction and non-fiction genres. - I can compare, contrast and evaluate different non-fiction texts. - I can discuss my understanding of a text. - I can skim to identify key ideas. - I can make simple comparisons between books. 	<ul style="list-style-type: none"> - I can identify the individual genre in a mixed genre text e.g. an explanation within an information text. - I can discuss my understanding of a text by identifying the purpose of the author. - I can skim and scan non-fiction texts to speed up research. - I can make comparisons between books, commenting on similarities and differences.
Themes and Conventions	<ul style="list-style-type: none"> - I can use the way in which a text is organised to help me understand. - I can talk about books, discuss the main points and build on my reasoning. 	<ul style="list-style-type: none"> - I can comment on the structural choices an author has used to organise a text. - I can take part in discussions, listening to others' ideas and building on them.
Language for Effect	<ul style="list-style-type: none"> - I can comment on how an author has used language and its effect upon the reader. 	<ul style="list-style-type: none"> - I can identify and articulate my response to the effect of figurative and descriptive language.
Making Inference	<ul style="list-style-type: none"> - I can recognise which characters the author wants the reader to like/dislike. - I can make simple predictions about a story. 	<ul style="list-style-type: none"> - I can explain what I think the character's personality is like by referring to their behaviours. - I can state my predictions for the story, using evidence from the book.

Year 5	Step 17	Step 18
<p>Recommending books that they have read to their peers, giving reasons for their choices.</p> <p>-Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p>		
<p>Word Reading</p>	<p>- I can confidently read most words, understanding the impact of prefixes and suffixes on root words.</p>	<p>- I understand the history of words and the relationship between them to help me read unknown polysyllabic words.</p> <p>- I understand the impact of prefixes and suffixes on root words.</p> <p>- I can read all Year4/5 Common Exception Words</p>
<p>Range of Texts</p> <p>-Maintain positive attitudes to reading and understanding of what they read by:</p> <p>- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>- reading books that are structured in different ways and reading for a range of purposes.</p> <p>- increasing their 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.</p> <p>- learning a wider range of poetry by heart.</p> <p>- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>-Participate in discussions about books</p>		
<p>Comprehension</p>	<p>- I can identify the individual genre in a mixed genre text e.g. an explanation within an information text.</p> <p>- I can discuss my understanding of a text by identifying the purpose of the author.</p> <p>- I can skim and scan non-fiction texts to speed up research.</p> <p>- I can make comparisons between books, commenting on similarities and differences.</p>	<p>- I can identify, collate and discuss the key ideas and information from a range of sources.</p> <p>- I can talk confidently about the purpose of the text and the specific intentions of the author.</p> <p>- I can ask questions to clarify my understanding.</p> <p>- I can use what I know about text structure to find information. - I can compare, contrast and evaluate different books.</p>
<p>Themes and Conventions</p>	<p>- I can comment on the structural choices an author has used to organise a text.</p> <p>- I can take part in discussions, listening to others' ideas and building on them.</p>	<p>- I can recognise language that is a feature of a particular genre and how this contributes to meaning.</p> <p>- I can take part in discussions, listening to others' ideas and build on them to support the development of my ideas.</p>
<p>Language for Effect</p>	<p>- I can identify and articulate my response to the effect of figurative and descriptive language</p>	<p>- I can discuss the difference between literal and figurative language and the effects of imagery</p>
<p>Making Inference</p>	<p>- I can explain what I think the character's personality is like by referring to their behaviours.</p>	<p>- I understand the thoughts and feelings of characters by referring to their actions.</p>

	- I can state my predictions for the story, using evidence from the book.	- I can justify my opinion. - I can explore texts to support and justify my predictions and opinions
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