Repton Manor Primary Reading Framework - Year 5

Name:

	Autumn	Spring	Summer
Word Reading	Read **almost all** Year 3/4 common exception words, noting unusual correspondence between spelling and sound.	Read **almost all** Year 3/4 common exception words, noting unusual correspondence between spelling and sound.	Read **all** Year 3/4 common exception words, noting unusual correspondence between spelling and sound.
	Reads **some** of the Year 5/6 statutory spelling words.	Reads **many** of the Year 5/6 statutory spelling words.	Reads **almost all** of the Year 5/6 statutory spelling words.
	Decode alternative sounds for a wide range of graphemes. Use phonic skills of segmenting and blending to address unfamiliar words. Know the different pronunciations of words with the same letter- string e.g. bought, rough, cough, though, plough.	Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. suspect/suspicious, change/changeable, receive/reception.	Fluently and effortlessly read a wide range of age- appropriate texts from some of the following: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books.
	Determine the meaning of new words by sometimes applying knowledge of root words and their affixes in the YR 5-6 Spelling appendix e.g. assist/assistance, adorable/adoration, horrible/horribly.	Know securely the different pronunciations of words with the same letter-string e.g. bought, rough, cough, though, plough.	Determine with confidence the meaning of new words by applying morphological knowledge of root words and affixes from the YR 5-6 Spelling appendix.
		Read words ending in: -cious /-tious -cial /-tial -ant/-ance/-ancy -ent/-ence/-ency -able /-ible -ably /-ibly.	With little guidance, use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.
Comprehension	Identify the main themes and conventions in several genres e.g. 'suspense' in a story; 'goodbyes' in a poem; use of first person in diary-writing.	Discuss and comment on themes and conventions in a variety of genres.	Discuss and comment on themes and conventions in a variety of genres.
	Discuss how authors use language, including figurative language (e.g. simile, imagery) and attempt to explain its effect.	Discuss and evaluate how authors use language, including figurative language (e.g. simile, imagery) and its effect on the reader.	Discuss and evaluate how authors use language, including figurative language (e.g. simile, metaphor, imagery) and its effect on the reader.
	Make comparisons within texts; begin to compare across texts e.g. contrasting poems.	Make comparisons within and across texts e.g. compare two ghost stories.	Make comparisons within and across texts e.g. compare two works by one author.
	Draw inferences and begin to justify these with evidence from the text e.g. explain how a character's feelings changed and how they know this; make credible predictions.	Draw inferences and justify these with evidence from the text e.g. explain how a character's feelings changed and how they know this; make predictions.	Draw inferences and justify these with evidence from the text e.g. explain how and why a character's feelings changed, how they know this; make considered predictions.
	Begin to distinguish fact from opinion; understand the difference.	Distinguish fact from opinion with some success.	Distinguish fact from opinion, with an awareness of ambiguity.
	Summarise main ideas from more than one paragraph, with guidance, identifying key details which support these.	Summarise main ideas from more than one paragraph, identifying key details which support these.	Summarise main ideas from more than one paragraph, identifying key details which support these.
	Retrieve and record information from non-fiction texts.	Retrieve, record and present information from non-fiction texts.	Independently retrieve, record and present information from non-fiction texts.