

# Learning and Progression Steps (LAPS) in Reading

## Planning for Progression: Year 5

<b>Range:</b>	Books at an age appropriate interest level including: <ul style="list-style-type: none"> <li>• Fiction e.g. modern fiction, myths, legends, fiction from our literary heritage and books from other cultures and traditions.</li> <li>• Non-fiction e.g. persuasive texts, magazines, discursive texts.</li> <li>• Poetry e.g. classic narrative poetry, limericks, haiku, poems with figurative language.</li> </ul>			
	<b>LAP 1</b>	<b>LAP 2</b>	<b>LAP 3</b>	<b>Key Learning</b>
<b>Word Reading</b>	<ul style="list-style-type: none"> <li>• Use knowledge of root words and suffixes to understand meanings e.g. <ul style="list-style-type: none"> <li>○ <i>-ible</i> (meaning 'capable of') – <i>accessible, visible, terrible, audible.</i></li> <li>○ <i>-able</i> (meaning 'capable of') – <i>reliable, dependable, reasonable.</i></li> <li>○ <i>-ibly</i> (meaning 'capable of') – <i>legibly, incredibly, forcibly.</i></li> <li>○ <i>-ably</i> (meaning 'capable of') – <i>considerably, admirably, amiably.</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use knowledge of root words and suffixes to understand meanings e.g. <ul style="list-style-type: none"> <li>○ <i>-ant</i> (meaning 'a person who') – <i>observant, hesitant, tolerant.</i></li> <li>○ <i>-ance</i> (meaning 'quality, action, state or process') – <i>observance, hesitance, tolerance, substance.</i></li> <li>○ <i>-ancy</i> (meaning 'state' or 'quality') – <i>pregnancy, buoyancy, absorbency.</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use knowledge of root words and suffixes to understand meanings e.g. <ul style="list-style-type: none"> <li>○ <i>-ent</i> (meaning 'quality, action, state or process') – <i>innocent, decent, frequent, confident.</i></li> <li>○ <i>-ence</i> (meaning 'quality, action, state or process') – <i>innocence, confidence, obedience, independence.</i></li> <li>○ <i>-ency</i> (meaning 'quality, action, state or process') – <i>frequency, decency, contingency, inefficiency.</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use knowledge of root words to understand meanings of words.</li> <li>• Use suffixes to understand meanings e.g. <i>-ant, -ance, ancyl, -ent, ence, -ency, -ible, -able, -ibly, -ably.</i></li> </ul>
	<ul style="list-style-type: none"> <li>• Read and understand selected words from the Year 5 list (selected from the statutory Year 5/6 word list).</li> </ul>	<ul style="list-style-type: none"> <li>• Read and understand selected words from the Year 5 list (selected from the statutory Year 5/6 word list).</li> </ul>	<ul style="list-style-type: none"> <li>• Read and understand selected words from the Year 5 list (selected from the statutory Year 5/6 word list).</li> </ul>	<ul style="list-style-type: none"> <li>• Read and understand words from the Year 5 list (selected from the statutory Year 5/6 list).</li> </ul>
<b>Maintaining positive attitudes to reading</b>	<ul style="list-style-type: none"> <li>• Recommend books and poems to their peers with reasons for choices, e.g. <i>contribute to a 'what are you reading?' display; give short, oral recommendations in small groups.</i></li> <li>• Prepare a play script to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. Use text marking, colour coding and annotations to support planning and rehearsal.</li> </ul>	<ul style="list-style-type: none"> <li>• Recommend fiction books or authors to their peers with detailed reasons for opinions, e.g. <i>add comments to card inserts for books in the class library or contribute to a reading blog.</i></li> <li>• Prepare a poem to perform and learn by heart, e.g. <i>classic narrative, limerick or haiku.</i> Use text marking, colour coding and annotations to support planning and rehearsal. Show understanding through intonation, tone, volume and action so the meaning is clear to an audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Recommend non-fiction books or texts to their peers with reasons for choices, e.g. <i>newspaper or magazine article, information books or websites.</i></li> <li>• Prepare poems to perform and learn by heart, e.g. <i>poems with figurative language, including ones they have written themselves.</i> Use text marking, colour coding and annotations to support planning and rehearsal. Perform with intonation, tone, volume and action so the meaning is clear to an audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Recommend books to their peers with reasons for choices.</li> <li>• Express preferences about a wider range of books including modern fiction, traditional stories and legends.</li> <li>• Learn a wider range of poems by heart.</li> <li>• Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.</li> </ul>

# Learning and Progression Steps (LAPS) in Reading

## Planning for Progression: Year 5



<b>Understanding texts they read independently and those which are read to them</b>	<ul style="list-style-type: none"> <li>Identify unfamiliar vocabulary and discuss possible meanings.</li> </ul>	<ul style="list-style-type: none"> <li>Work out the meaning of unfamiliar vocabulary using the context.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the meaning of new vocabulary within the context of the text.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the meaning of words within the context of the text.</li> </ul>
	<ul style="list-style-type: none"> <li>Use punctuation to determine intonation and expression when reading aloud, taking note of how commas are used to avoid ambiguity, <i>e.g. 'Let's eat Grandma.'</i> and <i>'Let's eat, Grandma.'</i></li> </ul>	<ul style="list-style-type: none"> <li>Use commas to determine intonation and expression when reading aloud, <i>e.g.</i> commas used to:                             <ul style="list-style-type: none"> <li>demarcate clauses (including relative clauses);</li> <li>follow a fronted adverbial;</li> <li>avoid ambiguity.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use devices to indicate parenthesis (commas, dashes and brackets) to determine intonation and expression when reading aloud, <i>e.g. The cake was lovely – delicious in fact – so I had another slice.</i></li> </ul>	<ul style="list-style-type: none"> <li>Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</li> </ul>
	<ul style="list-style-type: none"> <li>Demonstrate understanding by using a range of active reading strategies <i>e.g.</i> generating questions to refine thinking, noting thoughts in a reading journal.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate understanding by using a range of active reading strategies, including drama, and capture thoughts in writing <i>e.g. freeze frames and thought tracking at different points in the story, writing in role.</i></li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate understanding by using a range of active reading strategies through book talk <i>e.g. stating and justifying opinions, considering the views of others and asking questions.</i></li> </ul>	<ul style="list-style-type: none"> <li>Check that the book makes sense to them and demonstrate understanding <i>e.g.</i> through discussion, use of reading journals.</li> <li>Demonstrate active reading strategies <i>e.g. generating questions to refine thinking, noting thoughts in a reading journal.</i></li> </ul>
	<ul style="list-style-type: none"> <li>Using a piece of evidence identified by the teacher, (<i>e.g. a section of speech, or description of a character's behaviour</i>), draw inferences around the character's thoughts and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>Draw inferences around characters' thoughts and feelings from their actions and justify inferences with evidence, <i>e.g. What might Alice's thoughts have been immediately before drinking the potion? What evidence do you have?</i></li> </ul>	<ul style="list-style-type: none"> <li>Draw inferences about characters' motives and justify inferences with references to characters' thoughts and feelings <i>e.g. Why did Bess pull the trigger in the poem 'The Highwayman'?</i></li> </ul>	<ul style="list-style-type: none"> <li>Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence.</li> </ul>
	<ul style="list-style-type: none"> <li>Use clues from characters' actions and speech to make plausible predictions.</li> </ul>	<ul style="list-style-type: none"> <li>Use clues from the author's descriptions of settings and characters (including actions and speech) to predict outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Predict consequences using a combination of information, including that which is stated and that which is implied.</li> </ul>	<ul style="list-style-type: none"> <li>Predict what might happen from information stated and implied.</li> </ul>
	<ul style="list-style-type: none"> <li>Use close reading, re-reading and reading ahead to locate evidence to support a statement provided by the teacher, <i>e.g. When Lucy went through the wardrobe, she knew she had entered a new land.</i> Discuss and capture in writing.</li> </ul>	<ul style="list-style-type: none"> <li>Formulate a simple hypothesis related to non-fiction (<i>e.g. I think this author believes aliens could exist</i>) and, through close reading, re-reading and reading ahead, locate clues to support this. Discuss and capture through text marking and annotation.</li> </ul>	<ul style="list-style-type: none"> <li>Formulate hypotheses and, through close reading, re-reading and reading ahead, locate clues to support understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Through close reading of the text, re-read and read ahead to locate clues to support understanding.</li> </ul>
	<ul style="list-style-type: none"> <li>Discuss a theme within a text, identified by the teacher <i>e.g. rags to riches, difference, facing fear.</i> Explore how the theme acts as a one word summary of the story, identifying evidence to support this.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss a theme, identified by the teacher, within a poem, <i>e.g. childhood, love, loyalty, betrayal.</i> Explore how the theme acts as a one word summary of the poem, identifying evidence to support this.</li> </ul>	<ul style="list-style-type: none"> <li>Explore and discuss themes within and across texts <i>e.g. select, from a range provided by the teacher, the theme which acts best as a one word summary of a story or poem.</i></li> </ul>	<ul style="list-style-type: none"> <li>Explore themes within and across texts <i>e.g. loss, heroism, friendship.</i></li> </ul>

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## Planning for Progression: Year 5



<b>Understanding texts they read independently and those which are read to them</b> <b>Contd.</b>	<ul style="list-style-type: none"> <li>Compare characters within a text, <i>e.g. two different characters, or the same character at key points on their journey through a story. Capture in writing.</i></li> </ul>	<ul style="list-style-type: none"> <li>Compare settings within and across texts.</li> </ul>	<ul style="list-style-type: none"> <li>Compare the viewpoints of different characters, <i>e.g. of the same events.</i></li> </ul>	<ul style="list-style-type: none"> <li>Make comparisons within a text <i>e.g. characters' viewpoints of same events.</i></li> </ul>
	<ul style="list-style-type: none"> <li>Distinguish between statements of fact and opinion within a text <i>e.g. persuasion.</i></li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between statements of fact and opinion within a text <i>e.g. magazines, information texts linked to cross curricular themes.</i></li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between statements of fact and opinion across texts, <i>e.g. two contrasting accounts of the same historical event, or two opposing points of view about an issue being debated.</i></li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between statements of fact or opinion within a text.</li> </ul>
	<ul style="list-style-type: none"> <li>Scan texts in print or on screen to locate dates, numbers and names, key words or phrases, headings, lists, bullet points, captions and key sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Scan for key information in non-fiction texts and text mark <i>e.g. identify words and phrases which tell you ..., or find three words or phrases which suggest that ...</i></li> </ul>	<ul style="list-style-type: none"> <li>Scan for key information and text mark in fiction and non-fiction <i>e.g. identify words and phrases which tell you the character has a hard life, or find three words or phrases which suggest that the author is opposed to deforestation.</i></li> </ul>	<ul style="list-style-type: none"> <li>Scan for key words and text mark to locate key information.</li> </ul>
	<ul style="list-style-type: none"> <li>Identify the main idea of a paragraph in fiction and non-fiction and write a statement or paragraph heading to summarise.</li> </ul>	<ul style="list-style-type: none"> <li>Orally summarise the main ideas drawn from more than one paragraph in a fiction text and identify key details which support this by text marking and annotation.</li> </ul>	<ul style="list-style-type: none"> <li>Summarise, orally and in writing, main ideas drawn from more than one paragraph and identify key details which support this.</li> </ul>	<ul style="list-style-type: none"> <li>Summarise main ideas drawn from more than one paragraph and identify key details which support this.</li> </ul>
	<ul style="list-style-type: none"> <li>Answer questions and justify responses to the text using the PE prompt (Point + Evidence), <i>e.g. I think... I know this because the author says...</i></li> </ul>	<ul style="list-style-type: none"> <li>Create responses to the text using the PEE prompt (Point + Evidence + Explanation), <i>e.g. children are given the point and evidence and they are required to provide the explanation.</i></li> </ul>	<ul style="list-style-type: none"> <li>Justify opinions and elaborate by referring to the text, <i>e.g. using the PEE prompt - Point + Evidence + Explanation, e.g. I think ...(point) I know this because the author says...(evidence) This evidence shows that...(explanation).</i></li> </ul>	<ul style="list-style-type: none"> <li>Justify opinions and elaborate by referring to the text, <i>e.g. using the PEE prompt - Point + Evidence + Explanation.</i></li> </ul>
	<ul style="list-style-type: none"> <li>Analyse the conventions of different types of writing <i>e.g. use of rhetorical questions or alliteration in persuasive advertisements.</i></li> </ul>	<ul style="list-style-type: none"> <li>Identify how language, structure and presentation contribute to meaning in poetry, <i>e.g. limericks, haiku, poems on a theme.</i></li> </ul>	<ul style="list-style-type: none"> <li>Identify how language, structure and presentation contribute to meaning in fiction and non-fiction texts <i>e.g. formal letter, persuasive speech, myths, legends.</i></li> </ul>	<ul style="list-style-type: none"> <li>Identify how language, structure and presentation contribute to meaning <i>e.g. formal letter, informal diary, persuasive speech.</i></li> </ul>

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<b>Evaluating the impact of the author's use of language</b>	<ul style="list-style-type: none"> <li>Explore, recognise and use the term simile. Explain the effect on the reader of the authors' use of similes in fiction and poetry, e.g. <i>It makes me imagine..., It's the author's way of saying...</i></li> </ul>	<ul style="list-style-type: none"> <li>Explore, recognise and use the terms metaphor and simile.</li> <li>Explain the effect on the reader of the authors' choice of language, e.g. <i>It makes me imagine..., It's the author's way of saying...</i></li> </ul>	<ul style="list-style-type: none"> <li>Explore imagery in fiction and poetry, recognising and explaining the effect of noun phrases, metaphors and similes.</li> </ul>	<ul style="list-style-type: none"> <li>Explore, recognise and use the terms metaphor, simile, imagery.</li> <li>Explain the effect on the reader of the authors' choice of language.</li> </ul>
<b>Participating in discussion and debate</b>	<ul style="list-style-type: none"> <li>Make active contributions to discussions about fiction and poetry, expressing opinions and preferences, and giving reasons.</li> </ul>	<ul style="list-style-type: none"> <li>Make active contributions to discussions about non-fiction, expressing opinions and preferences, and giving reasons.</li> </ul>	<ul style="list-style-type: none"> <li>Make active contributions to discussions about fiction, non-fiction and poetry expressing opinions and preferences, and giving reasons.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously.</li> <li>Explain and discuss their understanding of what they have read, including through formal presentations and debates.</li> </ul>
	<ul style="list-style-type: none"> <li>Prepare and deliver a short oral presentation linked to fiction, e.g. <i>a character, author or book recommendation, explaining their understanding of what they have read.</i></li> </ul>	<ul style="list-style-type: none"> <li>Prepare and deliver a short oral presentation linked to non-fiction, e.g. another curriculum area. Include a specific focus on the use of Standard English, e.g. avoidance of informal words such as 'stuff' and 'thing'; ensuring correct subject and verb agreement when using singular and plural (was/were).</li> </ul>	<ul style="list-style-type: none"> <li>Prepare and deliver a short oral presentation linked to fiction and nonfiction, explaining their understanding of what they have read. Speak audibly and fluently with an increasing command of Standard English.</li> </ul>	<ul style="list-style-type: none"> <li>Prepare formal presentations individually or in groups.</li> <li>Use notes to support presentation of information.</li> </ul>
	<ul style="list-style-type: none"> <li>Following a presentation linked to reading, ask and answer relevant questions to deepen understanding and generate further discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Following a presentation linked to reading, prepare questions using Standard English and then submit these to the speaker for response.</li> </ul>	<ul style="list-style-type: none"> <li>Using Standard English, respond to a question from an audience or group member following a presentation linked to reading.</li> </ul>	<ul style="list-style-type: none"> <li>Respond to questions generated by a presentation.</li> <li>Participate in debates on an issue related to reading (fiction or non-fiction).</li> </ul>

### Year 5

apparent	cemetery	determined	explanation	interfere	occupy
rhythm	amateur	communicate	develop	familiar	language
occur	secretary	ancient	community	<b>dictionary</b>	<b>foreign</b>
leisure	persuade	shoulder	<b>available</b>	<b>conscience*</b>	environment
forty	lightning	<b>physical</b>	soldier	<b>average</b>	<b>convenience</b>
equip (-ped, -ment)	<b>government</b>	muscle	programme	stomach	bargain
curiosity	excellent	<b>hindrance</b>	neighbour	queue	<b>temperature</b>
bruise	<b>desperate</b>	<b>existence</b>	individual	<b>nuisance</b>	recognise
twelfth	rhyme	<b>vegetable</b>			