



Reading Milestones – Year 5



Planning Theme Teach retrieval, Inference, response and language every week	Key Elements Vocabulary/Inference/Prediction/Explanation/Retrieval/Summarising (ASHLEY BOOTH AND VIPERS)
Fluency Summarising Prediction Skimming and Scanning Vocabulary	1. Apply their knowledge of root words, prefixes and suffixes to read aloud with confidence and without undue hesitation e.g. Children should be reading fluently and with stamina. Use this assessment to plan fluency interventions 2. Summarise ideas, events and information from the text as a whole e.g. the author's viewpoint about a particular issue 3. Predict what may happen based on their understanding of the content and the themes within the text e.g. I think Macbeth will die because: he's a murderer / the witches suggest it 4. Use skimming and scanning to locate information efficiently across a range of sources 5. Use age appropriate dictionaries and thesauri to check the meanings of words
Vocabulary Explaining Themes	6. Discuss their understanding of both texts they have read independently and those read to them (see range) 7. Explore the meaning of words in a given context within fiction and non-fiction e.g. 'flexible' means rubber is a bendy material 8. Identify an author's treatment of the same theme across one or several of their books/poems e.g. how authors explore love, loss, fear, over-coming the monster etc.
Fluency Gathering information from the text Explaining	9. Explain their thinking through referring to key details e.g. quoting from the text 10. Independently devise key questions and identify themes to research e.g. pollution, recycling 11. Make notes from several sources to gather information 12. Refine notes by disregarding irrelevant information e.g. when researching penguins in Antarctica, disregarding information about polar expeditions to Antarctica 13. Explore and use their own techniques to make notes
Inference	14. Draw inferences from within the text about themes and characters' and authors' viewpoints e.g. Tom is scared to move because he doesn't pack he leaves his favourite toy behind on purpose and he's always nervous 15. Recite poems by heart, using intonation, tone and volume to monitor the interest of the listener and adapt their recital e.g. Night Mail (Auden) The Highwayman (Noyes) 16. Read aloud and perform play scripts, monitoring the audience's interest and changing the performance accordingly e.g. consistent use of intonation, pace and action for the characters and type of play
Fluency Inference Justification Explanation Fact and opinion	17. Justify inferences and views with a variety of references from across the text 18. Evaluate how authors use language to impact the reader e.g. use of repetition for effect the author's used the metaphor 'his face was a grey cloud,' which helps you to imagine his sadness 19. Identify the structural conventions of non-fiction in relation to the text type (see range) 20. Identify how the structure and presentation of texts contributes to the meaning e.g. graphic novels; stories told from two viewpoints; the order and presentation of points in an argument

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| | 21. Distinguish between fact and opinion |
| | 22. Read books that are structured in specific ways and for a range of purposes e.g. comparing different approaches to recipes (formal/informal) autobiographies and biographies (viewpoint) |
| | 23. Question texts to improve their wider understanding of a text, topic or theme e.g. Why does Michael become friends with Kensuke? (Kensuke's Kingdom) What was it like to be a child in Victorian times? Why has the author used lots of short sentences? |
| | 24. Explain and develop their own views and build effectively on those of others |
| | 25. Use notes to support presentations and debates |