

Reading Milestones

Year 5 & 6



NB: Green = Reading Word Milestones & Blue = Reading Comprehension Milestones

If on target, Year 5 children will be working at the 'Basic' and 'Expected' levels and Year 6 children will be working at the 'Expected' and 'Deep' levels.

	Basic:	Expected:	Deep:
Working towards the Expected Standard			
Pupil(s) are beginning to meet the following milestones with support:			
To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues			
To apply their growing knowledge of root words, prefixes and suffixes/word endings including -sion, -tion, -cial, -tial, -ant/-ance/-ancy -ent/-ence/-ency , able/ably and ible/ibly (as listed in English appendix 1)			
To read some Y5/Y6 exception words (as listed in appendix 1) discussing the unusual correspondences between spelling and sound, and where these occur in the word			
To read further Y4/Y5 exception words (as listed in appendix 1)			
To maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> showing an awareness of audience when reading out loud using intonation, tone, volume, action 			
To maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> recommending texts based on personal choice to peers 			
To maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> reading a wide range of genres, identifying the characteristics of text types and differences between text types 			
To understand what they read by: <ul style="list-style-type: none"> discussing vocabulary used by the author to create effect 			
To understand what they read by: <ul style="list-style-type: none"> identifying main ideas drawn from more than one paragraph and summarising these 			
To understand what they read by: <ul style="list-style-type: none"> drawing inferences from characters' thoughts, feelings and motives 			

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	Basic:	Expected:	Deep:
To understand what they read by: <ul style="list-style-type: none"> justifying predictions with evidence from the text 			
To use knowledge of texts and organisation to retrieve, record and discuss information from fiction and non-fiction			
To evaluate the use of authors' language and explain how it has created an impact on the reader			
Working at the Expected Standard			
Pupil(s) are beginning to independently apply their knowledge and skills to the milestones:			
To read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word endings (as listed in English appendix) and decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues			
To maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> when reading out loud, adapting intonation, tone and volume to suite the purpose and the audience 			
To maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> reading a wide range of genres with different structures and purposes for pleasure, identifying themes and conventions between text types 			
To maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> making comparisons within and across books 			
To understand what they read by: <ul style="list-style-type: none"> explaining how language (including figurative language) structure and presentation can contribute to the meaning of a text 			
To understand what they read by: <ul style="list-style-type: none"> asking questions about a text 			
To understand what they read by: <ul style="list-style-type: none"> drawing inferences and inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence 			
To understand what they read by: <ul style="list-style-type: none"> making predictions based on details stated and implied, with evidence from the text 			

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	Basic:	Expected:	Deep:
To distinguish independently between statements of fact and opinion			
To retrieve, record and present information from texts to other readers in informal notes and formal presentations			
To participate in discussions about books that are read to them and those they can read for themselves			
Working at a Greater Depth within the Expected Standard			
Pupil(s) are confidently and independently able to apply their knowledge and skills to the milestones			
To read a wider range of challenging texts that are above their chronological age with fluency and understanding, decoding any unfamiliar words with speed and skill and recognising their meaning through contextual cues			
To maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> • confidently performing texts (including poems learned by heart) using a wide range of devices to engage the audience and for effect. 			
To maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> • reading for pleasure, discussing, comparing and evaluating in depth a wide range of genres including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions 			
To understand what they read by: <ul style="list-style-type: none"> • recognising themes in what they read (such as loss or heroism) 			
To understand what they read by: <ul style="list-style-type: none"> • comparing characters, settings and themes within a text and across more than one text 			
To understand what they read by: <ul style="list-style-type: none"> • comparing characters, settings and themes within a text and across more than one text 			
To understand what they read by: <ul style="list-style-type: none"> • considering different accounts of the same event and discussing points of view (both of authors and of fictional characters) 			

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	Basic:	Expected:	Deep:
To understand what they read by: <ul style="list-style-type: none"> analysing the use of language, including figurative language and how it is used for effect 			
To understand what they read by: <ul style="list-style-type: none"> discussing how characters change and develop through texts by drawing inferences based on indirect clues 			
To understand what they read by: <ul style="list-style-type: none"> drawing out key information and summarising the main ideas in a text 			
To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views			
To 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.			