

Progression of Reading Statements: Band 3, Band 4, Band 5

<b>Band 3</b>	<b>Band 4</b>	<b>Band 5</b>
<p>Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include: dis-, mis-, il-, im-, ir-, -ly: English Appendix 1</p>	<p><b>Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include: re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; English Appendix 1</b></p>	<p><b>Read aloud and understand the meaning of new words that he/she meets linked to the expectations of Year 5 spelling</b></p>
<p><b>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1)</b></p>	<p><b>Read and decode further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1)</b></p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p>
<p><b>Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction.</b></p>	<p><b>Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and refernece books or textbooks.</b></p>	<p><b>Maintain positive attitudes to reading and understanding of what he/she reads by 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.</b></p>
<p>Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways.</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by reading for a range of purposes.</p>	<p><b>Maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for their choices.</b></p>
<p>Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p>	<p><b>Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read.</b></p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in writing.</p>

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<b>Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books.</b>	Maintain positive attitudes to reading and understanding of what he/she reads by reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally.	Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within a book.
Maintain positive attitudes to reading and understanding of what he/she reads by reading aloud poems and perform play scripts.	Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination.	Maintain positive attitudes to reading and understanding of what he/she reads by 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.
Maintain positive attitudes to reading and understanding of what he/she reads by discussing words that capture the reader's interest and imagination.	Maintain positive attitudes to reading and understanding of what he/she reads by recognising some different forms of poetry e.g. free verse, narrative poetry.	<b>Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context.</b>
Understand what he/she reads by checking that the text makes sense to him/her, discussing his/her understanding of words.	<b>Understand what he/she reads by checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context.</b>	Understand what he/she reads by asking questions to improve his/her understanding of complex texts.
Understand what he/she reads by asking questions to improve his/her understanding of a text.	Understand what he/she reads by asking questions to improve his/her understanding of text with increasing complexity.	Understand what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
<b>Understand what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</b>	<b>Understand what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text.</b>	Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied.

<b>Band 3</b>	<b>Band 4</b>	<b>Band 5</b>
<b>Understand what he/she reads by predicting what might happen from details stated.</b>	<b>Understand what he/she reads by predicting what might happen from details stated and implied.</b>	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
Understand what he/she reads by identifying main ideas drawn from within one paragraph and summarise these.	<b>Understand what he/she reads by identifying main ideas drawn from within one paragraph and summarise these.</b>	Distinguish between statements of fact and opinion.
Understand what he/she reads by identifying how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech.	Understand what he/she reads by identifying how language, structure, and presentation contribute to meaning to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials.	<b>Retrieve, record and present information from non-fiction.</b>
<b>Retrieve and record information form non-fiction.</b>	<b>Retrieve and record information form non-fiction over a wide range of subjects.</b>	
Participate in reasoned discussion about books, poems and other material that are read to him/her and those he/she can read to himself/herself, taking turns and listening to what others say.	Participate in clear reasoned discussion about books, poems and other material that are read to him/her and those he/she can read to himself/herself, taking turns and listening to what others say.	