



Key Performance Indicators		Performance Standard
Word Reading	Comprehension	
<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words they meet.</p> <ul style="list-style-type: none"> <li>• Endings spelt cious/tious</li> <li>• Endings spelt cial/tial</li> <li>• Words ending in ant, ance/ancy, ent, ence/ency</li> <li>• able/ably, ible/ibly,</li> <li>• Adding suffixes beginning with vowel letters to words ending in –fer (ed, al, ing,ence,ee)</li> <li>• Use of the hyphen – co-ordinate, re-enter, etc</li> <li>• Words with the /ee/ sound spelt ei after c</li> <li>• Words containing the letter string ‘ough’ – bought, rough, though, thorough, plough</li> <li>• Words with silent letters such as doubt, lamb, island, solemn, thistle, knight</li> </ul>	<p>Demonstrates a positive attitude to reading by frequently reading for pleasure, both fiction and non-fiction.</p> <p>Increases 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.</p> <p>Checks that the book makes sense to the reader, discussing the individual’s understanding and exploring the meaning of words in context.</p> <p>Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Retrieves, records and presents information from non-fiction.</p> <p>Participates in discussions about books that are read to the child and those that can be read independently.</p> <p>Provides reasoned justifications for their views about a book.</p> <p>Recommends books to others based on own reading preferences, giving reasons for choice.</p> <p>Distinguishes between statements of fact and opinion; and in non-fiction.</p>	<p><b>By the end of Y5 a child’s reading should demonstrate increasing fluency across all subjects and not just in English.</b></p> <p><b>A child can:</b></p> <ul style="list-style-type: none"> <li>❖ use reading strategies to work out any unfamiliar word;</li> <li>❖ accurately read individual words which might be key to the meaning of a sentence or paragraph thereby improving comprehension;</li> <li>❖ read books selected independently;</li> <li>❖ recognise themes in what is read, such as loss or heroism; and</li> <li>❖ compare characters, settings, themes and other aspects of what is read.</li> </ul> <p><b>A child understands the conventions of different types of writing such as the use of the first person in writing diaries and autobiographies.</b></p> <p><b>A child understands some of the technical and other terms needed for discussing what is heard and read such as metaphor, simile, analogy, imagery, style and effect .</b></p> <p><b>In using non-fiction, a child knows what information is needed to look for before beginning a task and knows how to use contents pages and indexes to locate information and applies these skills across the curriculum independently.</b></p>

Number of KPI’s achieved:	Y5 level:	Y5 score:	Number of KPI’s achieved:	Y5 level:	Y5 score:	Number of KPI’s achieved:	Y5 level:	Y5 score:	Number of KPI’s achieved:	Y5 level:	Y5 score:
1 - 6	5d	37	7 - 12	5c	38	13 - 17	5b	39	18	5a	40