

# Y5/Y6 Reading Checklist

These Twinkl writing checklists link to the Y5/Y6 expectations set out in the 2014 English National Curriculum for Reading. They are split into:

- Working Towards the Expected Standard
- Working at the Expected Standard
- Working at Greater Depth Within the Expected Standard

All of the statements are progressive within and across the year groups, and work on the expectation that the majority of pupils will be working on UKS2 aims.

**It is important to reiterate that there are no current DfE-published exemplification assessment documents available for Years 5 and 6, and therefore the Twinkl reading checklists should only be used as a guide for referencing the attainment of pupils within these year groups.**

Teachers may feel the need to revisit expectations from earlier years to consolidate knowledge and build on pupils' understanding, or go beyond the aims set out here if they feel it is appropriate for their highest-attaining students.

## How to Use the Checklists

The grids can be used to track the attainment of individual pupils or alternatively, could be used to highlight the progress of groups of students who are focusing on the same development areas or reading targets.

They allow teachers to make 'best fit' judgements by ticking and dating relevant criteria as a child/group progresses throughout a term or a school year.

The statements within the checklists are set out in colour-coded boxes: **green** for word reading and **blue** for comprehension.

# Y5/Y6 Reading Checklist

Working Towards the Expected Standard:

Pupil(s) are beginning to meet the following aims 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 aloud.	
to read all 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 begin to read further Y3/Y4 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"> <li>showing an awareness of audience when reading out loud using intonation, tone, volume, action;</li> <li>recommending texts based on personal choice to peers;</li> <li>reading a wide range of genres, identifying the characteristics of text types and differences between text types.</li> </ul>	
to understand what they read by: <ul style="list-style-type: none"> <li>discusses vocabulary used by the author to create effect;</li> <li>identifies main ideas drawn from more than one paragraph and summarises these;</li> <li>draws inferences from characters' feelings, thoughts and motives;</li> <li>justifies predictions with evidence from the text.</li> </ul>	
to use knowledge of texts and organisational devices 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.	

\* These are detailed in the word lists within the spelling appendix to the national curriculum ([English Appendix 1](#)). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.



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to read all 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 begin to read further Y3/Y4 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"> <li>showing an awareness of audience when reading out loud using intonation, tone, volume, action;</li> <li>recommending texts based on personal choice to peers;</li> <li>reading a wide range of genres, identifying the characteristics of text types and differences between text types.</li> </ul>	
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# Y5/Y6 Reading Checklist

Working at the Expected Standard:

<b>Pupil(s) are beginning to independently apply their knowledge:</b>	
to read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word endings (as listed in English Appendix 1*) 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"> <li>when reading out loud, adapting intonation, tone and volume to suit the purpose and audience;</li> <li>making comparisons within and across books;</li> <li>reading a wide range of genres with different structures and purposes for pleasure, identifying themes and conventions between text types.</li> </ul>	
to understand what they read by: <ul style="list-style-type: none"> <li>explaining how language (including figurative language), structure and presentation can contribute to the meaning of a text;</li> <li>asking questions about a text;</li> <li>drawing inferences and inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence;</li> <li>making predictions based on details stated and implied with evidence from the text.</li> </ul>	
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.	

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# Y5/Y6 Reading Checklist

Working at Greater Depth within the Expected Standard:

Pupil(s) are confidently and independently able to apply their knowledge:	
to read a wider range of challenging texts that are above 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"> <li>confidently performing texts (including poems learned by heart) using a wide range of devices to engage the audience and for effect;</li> <li>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.</li> </ul>	
to understand what they read by: <ul style="list-style-type: none"> <li>recognising themes in what they read (such as loss or heroism);</li> <li>comparing characters, settings and themes within a text and across more than one text;</li> <li>considering different accounts of the same event and discussing view-points (both of authors and of fictional characters);</li> <li>analysing the use of language, including figurative language and how it is used for effect;</li> <li>discussing how characters change and develop through texts by drawing inferences based on indirect clues;</li> <li>drawing out key information and summarising the main ideas in a text.</li> </ul>	
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.	

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