



# UKS2 Reading Milestones

Year 5		Year 6	
Term 1		Term 1	
Fluency	Apply their knowledge of root words, prefixes and suffixes to read aloud with confidence and without undue hesitation e.g. <i>Children should be reading fluently and with stamina. Use this assessment to plan fluency interventions.</i>	Fluency	Apply their knowledge of root words, prefixes and suffixes to read aloud
Summarising	Summarise ideas, events and information from the text as a whole e.g. <i>the author's viewpoint about a particular issue.</i>	Summarising	Summarise ideas, events and information throughout a text and across texts (about a common topic).
Prediction	Predict what may happen based on their understanding of the content and the themes within the text e.g. <i>I think Macbeth will die because: he's a murderer / the witches suggest it.</i>	Vocabulary	Predict what may happen based on their wider understanding of content and themes e.g. <i>I think Macbeth will die because it's a tragedy/villains often lose.</i>
Skimming and Scanning	Use skimming and scanning to locate information efficiently across a range of sources.		Use skimming and scanning to locate information selectively and precisely across a range of sources
Vocabulary	Use age-appropriate dictionaries and thesauri to check the meanings of words.		Use age-appropriate dictionaries and thesauri to check the meanings of words.
Term 2		Term 2	
Vocabulary	Discuss their understanding of both texts they have read independently and those read to them.	Fluency	Discuss their understanding of both texts they have read independently and those read to them.
Explaining	Explore the meaning of words in a given context within fiction and non-fiction e.g. <i>'flexible' means rubber is a bendy material.</i>	Summarising	Explore the meaning of words in different contexts within fiction and non-fiction e.g. <i>flexible means he was prepared to compromise/means it was bendy.</i>
Themes	Identify an author's treatment of the same theme across one or several of their books/poems e.g. <i>how authors explore love, loss, fear, over-coming the monster etc.</i>	Themes	Identify how the same theme is represented across texts e.g. <i>loss in WWI poetry/narratives</i> and how multiple themes are presented in longer.
Term 3		Term 3	
Fluency	Explain their thinking through making reference to key details e.g. <i>quoting from the text.</i>	Explaining	Independently devise key questions and identify themes to research e.g. <i>racism, slavery.</i>
Gathering information from the text	Independently devise key questions and identify themes to research e.g. <i>pollution, recycling.</i>	Gathering information from the text	



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Explaining	Make notes from several sources to gather information.		Make notes from several sources to gather information.
	Refine notes by disregarding irrelevant information e.g. when researching penguins in Antarctica, disregarding information about polar expeditions to Antarctica.		Make choices about the most efficient techniques to make notes.
	Explore and use their own techniques to make notes		Refine notes by disregarding unreliable information e.g. when researching penguins in Antarctica, disregarding information based on opinion or facts that don't correlate with the bulk of the research.
Term 4		Term 4	
Inference	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.	Inference and Response	Explain their thinking through making reference to key details and comparisons.
	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).		Draw inferences across texts about characters' viewpoints, authors' viewpoints and themes e.g. soldiers were disillusioned with the war because the reality was different from what they'd been told.
	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.		Recite poems by heart, using intonation, tone and volume to emphasise key elements of the poem and provoke a response in the listener e.g. The Tyger (Blake) Stop All The Clocks (Auden) recital of well-known speeches (Winston Churchill, Martin Luther King, Nelson Mandela).
Term 5/6		Term 5/6	
Fluency Inference Justification Explanation Fact and opinion	Justify inferences and views with a variety of references from across the text.	Evaluation Justification Identifying themes and convention	Justify their inferences and views with a variety of references from across texts and by comparing sources and considering the reliability of information e.g. selecting points that support and discrediting points that contradict their argument.
	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.		Evaluate how and why authors use language, shades of meaning and a range of figurative devices to impact on the reader e.g. explain the differences between words such as: miffed, irritated, furious, fuming, irate, livid, incensed and their impact.
	Identify the structural conventions of non-fiction in relation to the text type.		Identify the structural conventions of non-fiction in relation to the text type.



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	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.		Identify how the structure and presentation of texts contributes to the meaning e.g. moving backwards and forwards throughout the story ('Holes') using a range of narrators (Trash) pathway stories.
	Distinguish between fact and opinion.		Distinguish between fact, opinion and bias.
	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).		Reading books that are structured in specific ways and for a range of purposes e.g. timeslip stories, texts that provide information about a theme/topic from the past, present and future.
	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?		Respond to questions that develop understanding of a text, topic or theme, including their wider understanding of cultural and social issues e.g. Why did Dickens write so often about the rich and the poor? Why was Adeline treated so badly? (Chinese Cinderella).
	Explain and develop their own views and build effectively on those of others.		Explain and extend their own views and challenge those of others.
	Use notes to support presentations and debates.		Using notes to support presentations and debates.