



Comprehension	Reading Skills
<p><b>Building on Previous Year and throughout Year 5 focus on:</b></p> <ul style="list-style-type: none"> <li>•Read and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>•Increase their familiarity with a wide range of books, including modern fiction, myths and legends and books from other cultures and traditions*</li> <li>•Read books that are structured in different ways and read for a range of purposes</li> <li>•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 some views</li> <li>•Retrieve, record and present some information from fiction and non-fiction</li> <li>•Identify and discuss themes and conventions in and across a wide range of writing</li> <li>•Identify how language, structure and presentation contribute to meaning</li> <li>•Learn a wider range of age-appropriate poetry by heart</li> <li>•Prepare 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**</li> <li>•Predict what might happen from details stated and implied</li> <li>•Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>•With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>•Ask questions to improve their understanding</li> <li>•With support, locate relevant information in a text, summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas</li> <li>•Make comparisons within and across books e.g. plot, genre and theme</li> <li>•Provide reasoned justifications for their views</li> <li>•Identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author's language to create mood and build tension and the impact on the reader</li> <li>•Distinguishing between statements of fact and opinion</li> <li>•Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary ***</li> </ul> <p>* Three-week units contain either, modern fiction, myths &amp; legends or books from other cultures and traditions  ** Three-week units contain either poems or play scripts  *** Opportunities are provided throughout the year for the coverage of this statement</p>	<p><b>Building on Previous Year and throughout Year 5 focus on:</b></p> <ul style="list-style-type: none"> <li>•Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context</li> <li>•Self-correction, including re-reading and reading ahead</li> <li>•Reading widely and frequently for pleasure and information</li> <li>•Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences</li> <li>•Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning</li> <li>•Connecting prior knowledge and textual information to make inferences and predictions</li> <li>•Scan to find specific details using graphic and textual organisers, e.g. sub-headings, diagrams etc</li> <li>•Use information on-screen and on paper</li> <li>•Connecting prior knowledge and textual information to make inferences and predictions</li> <li>•Read closely, annotating for specific purposes</li> <li>•Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases</li> <li>•Identify features of texts, e.g. introduction to topic, sequence, illustrations, degree of formality and formality through language choices</li> <li>•Finding the main idea of a text</li> </ul>
Word Reading*	Content Domains*
<p><b>Building on Previous Year and throughout Year 5 focus on:</b></p> <ul style="list-style-type: none"> <li>•Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words</li> <li>•Recognise and read <i>many</i> Year 5&amp;6 Word List words with automaticity</li> </ul> <p>*Practitioners must incorporate these in all reading instruction lessons</p>	<p>2a give / explain the meaning of words in context  2b retrieve and record information / identify key details from fiction and non-fiction  2c summarise main ideas from more than one paragraph  2d make inferences from the text / explain and justify inferences with evidence from the text  2e predict what might happen from details stated and implied  2f identify / explain how information / narrative content is related and contributes to meaning as a whole  2g identify / explain how meaning is enhanced through choice of words and phrases  2h make comparisons within the text</p> <p><small>*Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment.</small></p>
Reading Terminology for Pupils Across the Year	
<p><b>Building on Previous Year and throughout Year XXX focus on:</b>  figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style, effect, compare</p>	