



Name _____

Area - Reading

Year **FIVE**

Key: **E** = Entering **D** = Develop **S** = Secure

Word Reading		E	D	S	Comprehension			E	D	S
1	<ul style="list-style-type: none"> ▪ Use knowledge of root words to understand meanings of words. ▪ Apply knowledge of prefixes to understand meaning of new words. ▪ Use suffixes to understand meanings e.g. <i>-ant, -ance, -ancy,</i> ▪ <i>-ent, ence, -ency, -ible, -able, -ibly, -ably.</i> ▪ Read and understand meaning of words on Y5/6 word list – see bottom. 				1	<p>Maintain positive attitudes to reading and understanding what they read by:</p> <ul style="list-style-type: none"> ▪ Listening to and discussing a range of fiction/poetry/non-fiction which they might not choose to read themselves. ▪ Regularly listening to whole novels read aloud by the teacher from an increasing range of authors. ▪ Exploring themes within and across texts e.g. loss, heroism, friendship. ▪ Making comparisons within a text e.g. characters' viewpoints of same events. ▪ Analysing the conventions of different types of writing e.g. <i>use of first person in autobiographies and diaries.</i> ▪ Recommending books to their peers with reasons for choices. ▪ Reading books and texts that are structured in different ways for a range of purposes. ▪ Expressing preferences about a wider range of books including modern fiction/traditional stories/myths/legends. ▪ Learning a wider range of poems by heart. ▪ Preparing poems and playscripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. 				
2	<p>Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</p>				2	<p>Understand what they read by:</p> <ul style="list-style-type: none"> a) Checking that the book makes sense to them and demonstrating understanding e.g. through discussion, use of reading journals. ▪ Exploring meaning of words in context. b) Demonstrating active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal. 				

					<p>c) ▪ Inferring characters feelings, thoughts and motives from their actions and justifying inferences with evidence.</p> <p>d) ▪ Predicting what might happen from information stated and implied.</p> <p>e) ▪ Re-read and reads ahead to locate clues to support understanding.</p> <p>f) ▪ Scanning for key words and text marking to locate key information.</p> <p>▪ Summarising main ideas drawn from more than one paragraph and identifying key details which support this.</p> <p>▪ Identifying how language, structure and presentation contribute to meaning e.g. formal letter, informal diary, persuasive speech.</p>			
3	Use punctuation to determine intonation and expression when reading aloud to a range of audiences.				<p>3 <i>Discuss and evaluate how authors use language including figurative language, considering the impact on the reader</i></p> <p>▪ Exploring, recognising and using the terms metaphor, simile, imagery.</p> <p>▪ Explaining the effect on the reader of the authors' choice of language.</p> <p><i>Distinguish between statements of fact or opinion within a text.</i></p> <p><i>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.</i></p>			
					<p>4 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 by:</p> <p>▪ Preparing formal presentations individually or in groups.</p> <p>▪ Using notes to support presentation of information.</p> <p>▪ Responding to questions generated by a presentation.</p> <p>▪ Participating in debates on an issue related to reading (fiction or non-fiction).</p>			
					<p>5 Provide reasoned justifications for their views by:</p> <p>Justifying opinions and elaborating by referring to the text</p>			

