| **Year 5 READING** | | | | | |
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| ***Aspect*** | **Autumn** | | **Spring** | | **Summer** |
| **Applying Phonics** | * I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. * I read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. * I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. | |  | |  |
| **Reading for Pleasure – Maintaining a positive attitude about reading** | * I know that there is a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts. * I know that these are structured in different ways. * I know that non-fiction texts are structured to guide the reader to information. * I can explain how the structure guides the reader to find specific information. * I find words and language that are used for effect. * I can explain how the words and language create a precise effect. | | * I can explain why I enjoyed a book or poem and who might also enjoy it. * I evaluate the usefulness of a non-fiction book to research questions raised. * I understand that a writer moves events forward through a balance of dialogue action and description. * I record effective words and language from reading to use in my own writing. | | * I read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books. * I can explore how dialogue is used to develop character. * I can explore how actions are added to dialogue to move events forward. * I understand that writers use language for precise effect. * I understand that this may include precise nouns, precisely chosen adjectives, well developed noun phrases, similes, metaphors, personification etc. * I understand that a writer uses different sentence structures and techniques to create effects. * I can explore the structures and techniques used. For example, short sentences, rhetorical questions, ellipsis, flashbacks. * I can record examples of effective techniques and structures from reading to use in my writing. |
| **Reading for Pleasure - Comprehension** | * I understand that there will be unfamiliar words in the texts I read. * I use dictionaries to check or find the meaning of unfamiliar words. * I ask questions to improve my understanding. * I re-read to check that the text is meaningful. * I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions at different points in the text. | | * I use meaning-seeking strategies to explore the meaning of words in context. * I understand that inferences can be drawn from different parts of the text. * I justify inferences with evidence from the text. * I can make predictions from evidence found and implied information. * I summarise the main ideas drawn from a text. * I can 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. | | * I use meaning – seeking strategies to explore the meaning of idiomatic and figurative language. * I understand that inferences can be made by reading between and beyond the lines. * I know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react. * I can explain how the context of a text reflects the reaction of the audience it was written for. * I participate in discussions about books, building on my own and others’ ideas and challenging views courteously. |
| **Reading for Pleasure –**  **Justifications for views** | * I can give a personal point of view about a text. * I can explain the reasons for my viewpoint, using evidence from the text. * I listen to others’ ideas and opinions about a text. * I make connections between other similar texts, prior knowledge and experience. * I can explain why there are connections, using evidence. * I can compare books with similar themes. | | * I build on others’ ideas and opinions about a text in discussion. * I question others’ ideas about a text. * I can compare different versions of texts. * I can explain the similarities and differences between different versions of texts. * I can explain how books written in different contexts can have similar themes. | | * I evaluate the effectiveness of different versions of texts. |
| **Retrieving information from text** | * I identify key information from my text. * I summarise key information in sentences. * I can find key information from different parts of the text. * I understand the difference between fact and opinion. * I can find examples of fact and opinion in texts and explain why one is fact and the other opinion. | | * I use skimming and scanning to find the information I need. * I make notes on the information I need. * I can organise my notes and present information. * I summarise key information from different parts of the text. * I present an oral overview or summary of a text. * I understand that a narrative can be told from different points of view – narrator, character. * I identify the point of view in a narrative and understand that the writer may have a viewpoint. | | * I can explore how events are viewed from another perspective. * I can explain the writer’s viewpoint with evidence from the text. * I identify the writer’s viewpoint, for example, how different characters are presented. |
| **Working at a HIGHER STANDARD (Greater Depth) YEAR 5 READING** | | | | | |
| **Phonics/ Words** | | **Comprehension** | | **Reading for Enjoyment** | |
| * I read a range of material and show that I can sustain the reading of longer and more demanding books and poetry. * I make use of effective scanning and text marking to aid succinct summaries of key ideas so that information is identified. | | * I infer meaning using evidence from the text I’m studying, wider reading and personal experience. * I adapt my own opinion in the light of further reading or others’ ideas. | | * I choose to read widely for pleasure and for different purposes and do so outside lesson time because I want to. | |
| * I add value to my reading by using my personal knowledge and context to read between and beyond the lines. * I recognise that there may be times that my interpretation of the text may need to be reviewed in light of new information. * I express my own ideas about a text, supporting my ideas with evidence from the text and explain why the evidence justifies my opinion. * I compare texts by the same author, drawing out similarities and differences, comparing and evaluating different books when doing so. * I compare texts by different authors and talk authoritatively about their different styles and techniques. * I recognise some of the techniques and strategies used by authors to help bring a character to life or to create a precise setting. | | | | | |