| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| * 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.
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