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| **Word reading** | | | **Comprehension** | | |
| **Decoding** | **By the end of Y5** | **Reading for Pleasure** | **Inference, Prediction, Clarifying, Questioning Summarising** | **Language for effect** | **Themes and conventions** |
| * Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. * To begin to work out how to pronounce unfamiliar written words * Apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, - ent/- ence/-ency, - able/-ably and - ible/ibly, to read aloud fluently.\* * Begin to read the Year 5 and 6 common exception words, noting unusual correspondences | Book bands:  Emerald- Y5 developing  Sapphire- Y5 Secure  Diamond- Y5 GDS  WPM: 146 WPM- EXS  168- GDS | * Increase familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literacy heritage and books from other cultures and traditions * Learn a wider range of poetry by heart, preparing poems to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to the audience. * Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference or textbooks. Read books that are structured in different ways and read for a range of purposes. * Recommend books that they have read to their peers, giving reasons for their choices and making connections to other reading material. * Lead and participate in discussions about books, building on their own and other’s ideas and challenging views politely. * Explain and discuss their understanding of what they have read, including formal presentations and debates with reasoned justifications for their views with increasing confidence | Infer  Make inferences about characters’ feelings, thoughts and motives, giving one or two pieces of evidence to support the point they are making. Begin to draw evidence from more than one place across a text. | * Check for sense and discuss understanding and exploring the meaning of words in context * Identify vocabulary chosen to convey different messages, moods, feelings and attitudes * Discuss how the   structural and  presentational  choices impact on  meaning, theme and  purpose.   * Discuss and   evaluate texts,  commenting on  writers’ use of  words, phrases and  language features  including figurative  language.   * Identify and discuss structural devices the author has used to organise the text - Recognise clauses within sentences.   Comment and compare the language choices the author has made to convey information including in a range of non-fiction texts | Identify the themes  and conventions of a  range of texts.  Discuss/comment on  themes and  conventions in  different genres and  forms.  Make comparisons  and contrasts within  and across texts.  Discuss viewpoints  (both of the author  and fictional  characters), within a  text and across more  than one text.  Provide reasoned  justifications for  opinions about a  book. |
| Retrieval: Ask questions and find the answer to questions in a text  Apply information retrieval skills across the curriculum – beginning to record key information |
| Predict:  Predict what might happen from details stated and implied  Make a prediction for how a character might change during a story and change predictions as events happen  Refer to text to support predictions and opinions |
| Clarify:  Give the meaning of words in context.  Explore and explain the meaning of words in context.  Distinguish between fact and opinion.  Clarify concepts and ideas at sentence, paragraph and  whole text level. |
| Question -  sk and answer questions to improve  understanding of themes and authorial intent. |
| Summarise:  Use the skill of skimming and scanning to identify key ideas  Begin to summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas |