Key Learning in Reading: Year 5	Key Learning in Reading: Year 6
Word Reading	**Word Reading**
▪ Read books at an age appropriate interest level.	▪ Read books at an age appropriate interest level.
	▪ Work out unfamiliar words by focusing on all letters in the word*, e.g.* notreading *invitation* for *imitation*.
▪ Use knowledge of root words to understand meanings of words.	▪ Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change, e.g. *un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment.*
▪ Use suffixes to understand meanings, e.g. *-ant, -ance, -ancy, -ent, -ence, -ency,--ible, -able, -ibly, -ably.*	▪ Use suffixes to understand meanings e.g. *–cious, -tious, -tial, -cial.*
▪ Read and understand words from the Year 5 list (selected from the statutory Year 5/6 word list) – see below	▪ Read and understand words from the Year 6 list (selected from the statutory Year 5/6 word list) – see below.
	▪ Use etymology to help the pronunciation of new words, e.g. *chef, chalet, machine, brochure – French in origin.*
Comprehension	**Comprehension**
Maintaining positive attitudes to reading	**Maintaining positive attitudes to reading**
▪ Listen to and discuss a range of fiction, poetry and non-fiction which they might not ▪ choose to read themselves.	▪ Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction.
▪ Regularly listen to whole novels read aloud by the teacher from an increasing range of authors.	▪ Regularly listen to novels read aloud by the teacher from an increasing range of authors which they may not choose themselves.
▪ Read books and texts that are structured in different ways for a range of purposes.	▪ Independently read longer texts with sustained stamina and interest.
▪ Recommend books to their peers with reasons for choices.	▪ Recommend books to their peers with detailed reasons for their opinions.
▪ Express preferences about a wider range of books including modernfiction, traditional stories, myths and legends.	▪ Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures.
▪ Learn a wider range of poems by heart.	▪ Learn a wider range of poems by heart.
▪ Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.	▪ Prepare poems and play scripts to read aloud and perform using dramatic effects.
Understanding books which they can read themselves and those which are read to them	**Understanding books which they can read themselves and those which are read to them**
• Explain the meaning of words within the context of the text.	• Explain the meaning of new vocabulary within the context of the text.
• Use punctuation to determine intonation and expression when reading aloud to a range of audiences.	
• Check that the book makes sense to them and demonstrate understanding, e.g. *through discussion, use of reading journals.*	• Use a reading journal to record on-going reflections and responses to personal reading.

• Demonstrate active reading strategies, e.g. *generating questions to refine thinking, noting thoughts in a reading journal.*	• Demonstrate active reading strategies, e.g. *challenging peers with questions, justifying opinions, responding to different viewpoints within a group.*
• Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence.	• Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. ***P****oint* + ***E****vidence* +***E****xplanation.*
	• Explore texts in groups and deepen comprehension through discussion.
	• Provide reasoned justifications for their views.
• Justify opinions and elaborate by referring to the text, e.g. *using the PEE prompt-* ***P****oint* + ***E****vidence* + ***E****xplanation.*	• Justify opinions and elaborate by referring to the text, e.g. *using the PEE prompt –* ***P****oint* + ***E****vidence* + ***E****xplanation.*
• Predict what might happen from information stated and implied.	• Predict what might happen from information stated and implied.
• Through close reading of the text, re-read and read ahead to locate clues to support understanding.	• Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text.
• Explore themes within and across texts, e.g. *loss, heroism, friendship.*	• Recognise themes within and across texts, e.g. *hope, peace, fortune, survival.*
• Make comparisons within a text, e.g. *characters' viewpoints of same events.*	• Make comparisons within and across texts, e.g. *similar events in different books such as being an evacuee in Carrie's War and Goodnight Mr Tom.*
	• Compare characters within and across texts.
	• Compare texts written in different periods.
• Distinguish between statements of fact and opinion within a text.	• Distinguish between statements of fact and opinion across a range of texts, e.g. *first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook.*
	• Skim for gist.
• Scan for key words and text mark to locate key information.	• Scan for key information, e.g. *identify words and phrases which tell you the character is frustrated,* or *find words/phrases which suggest that a theme park is exciting.*
	• Use a combination of skimming, scanning and close reading across a text to locate specific detail.
• Summarise main ideas drawn from more than one paragraph and identify key details which support this.	• Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects.
• Analyse the conventions of different types of writing, e.g. *use of first person in autobiographies and diaries.*	• Analyse the conventions of different types of writing, e.g. *use of dialogue to indicate geographical and/or historical settings for a story.*
• Identify how language, structure and presentation contribute to meaning, e.g. *formal letter, informal diary, persuasive speech.*	• Identify how language, structure and presentation contribute to meaning, e.g. *persuasive leaflet, balanced argument*.
Evaluating the impact of the author's use of language	**Evaluating the impact of the author's use of language**
• Explore, recognise and use the terms metaphor, simile, imagery.	• Explore, recognise and use the terms personification, analogy, style and effect.
• Explain the effect on the reader of the authors' choice of language.	• Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.

Participating in Discussion	Participating in Discussion
• 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.	• Participate in discussions about books, building on their own and others' ideas and challenging views courteously.
• Explain and discuss their understanding of what they have read, including through formal presentations and debates.	• Explain and discuss their understanding of what they have read, including through formal presentations and debates.
• Prepare formal presentations individually or in groups.	• Prepare formal presentations individually or in groups.
• Use notes to support presentation of information.	• Use notes to support presentation of information.
• Respond to questions generated by a presentation.	• Respond to questions generated by a presentation.
• Participate in debates on an issue related to reading (fiction or non-fiction).	• Participate in debates on an issue related to reading (fiction or non-fiction).