

Key Learning in Reading: Year 5

Word Reading	Comprehension
<p>As above and:</p> <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, -ent, ence, -ency, -ible, -able, -ibly, -ably</i>. ▪ Read and understand meaning of words on Y5/6 word list – see bottom. ▪ <u>Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</u> 	<p>As above and:</p> <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. <p>Understand what they read by:</p> <ul style="list-style-type: none"> ▪ <u>Checking that the book makes sense to them and demonstrating understanding e.g. through discussion, use of reading journals.</u> ▪ Exploring meaning of words in context. ▪ <u>Demonstrating active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal.</u> ▪ <u>Inferring characters feelings, thoughts and motives from their actions and justifying inferences with evidence.</u> ▪ <u>Predicting what might happen from information stated and implied.</u> ▪ <u>Re-read and reads ahead to locate clues to support understanding.</u> ▪ <u>Scanning for key words and text marking to locate key information.</u> ▪ Summarising main ideas drawn from more than one paragraph and identifying key details which support this. ▪ Identifying how language, structure and presentation contribute to meaning e.g. <i>formal letter, informal diary, persuasive speech</i>. <p>Discuss and evaluate how authors use language including figurative language, considering the impact on the reader</p> <ul style="list-style-type: none"> ▪ Exploring, recognising and using the terms metaphor, simile, imagery. ▪ Explaining the effect on the reader of the authors' choice of language. <p>Distinguish between statements of fact or opinion within a text.</p> <p>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.</p> <p>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> <ul style="list-style-type: none"> ▪ Preparing formal presentations individually or in groups. ▪ Using notes to support presentation of information. ▪ Responding to questions generated by a presentation. ▪ Participating in debates on an issue related to reading (fiction or non-fiction). <p><u>Provide reasoned justifications for their views by:</u></p> <ul style="list-style-type: none"> ▪ <u>Justifying opinions and elaborating by referring to the text. (Point + Evidence + Explanation).</u>