



Comprehension

Building on Previous Year and throughout Year 5 focus on:

- Read and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Increase their familiarity with a wide range of books, including modern fiction, myths and legends and books from other cultures and traditions
- Read books that are structured in different ways and read for a range of purposes
- 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 some views
- Retrieve, record and present some information from fiction and non-fiction
- Identify and discuss themes and conventions in and across a wide range of writing
- Identify how language, structure and presentation contribute to meaning
- Learn a wider range of age-appropriate poetry by heart
- 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
- Predict what might happen from details stated and implied
- Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Ask questions to improve their understanding
- With support, locate relevant information in a text, summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas
- Make comparisons within and across books e.g. plot, genre and theme
- Provide reasoned justifications for their views
- Identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author's language to create mood and build tension and the impact on the reader
- Distinguishing between statements of fact and opinion
- 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 *

* Opportunities are provided throughout the year for the coverage of this statement

Reading Skills

Building on Previous Year and throughout Year 5 focus on:

- Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context
- Self-correction, including re-reading and reading ahead
- Reading widely and frequently for pleasure and information
- Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences
- Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning
- Connecting prior knowledge and textual information to make inferences and predictions
- Scan to find specific details using graphic and textual organisers, e.g. sub-headings, diagrams etc
- Use information on-screen and on paper
- Connecting prior knowledge and textual information to make inferences and predictions
- Read closely, annotating for specific purposes
- Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases
- Identify features of texts, e.g. introduction to topic, sequence, illustrations, degree of formality and formality through language choices
- Finding the main idea of a text

Word Reading*

Building on Previous Year and throughout Year 5 focus on:

- Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words
- Recognise and read *many* Year 5&6 Word List words with automaticity

*Practitioners must incorporate these in all reading instruction lessons

Content Domains*

- 2a give / explain the meaning of words in context
- 2b retrieve and record information / identify key details from fiction and non-fiction
- 2c summarise main ideas from more than one paragraph
- 2d make inferences from the text / explain and justify inferences with evidence from the text
- 2e predict what might happen from details stated and implied
- 2f identify / explain how information / narrative content is related and contributes to meaning as a whole
- 2g identify / explain how meaning is enhanced through choice of words and phrases
- 2h make comparisons within the text

*Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment.

Reading Terminology for Pupils Across the Year

Building on Previous Year and throughout Year XXX focus on:

figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style, effect, compare