Pathways to Read

Year 5 Reading Skills

Meaning of words, retrieval, sequence/summarise, inference, prediction,

structure and organisation, language choice and making comparisons

Clarify vocabulary: progression in meaning of words

Year group	National curriculum	Skill progression	Questions
5	Explore the meaning of words in context	• Discuss understanding and identify the meaning of words in context	Find and copy one word which shows that… Find two words or phrases that make the passage seem… What does… mean in this sentence? Find and copy a group of words that means the same as … What do the words … mean? Which word is closest in meaning to ___? (Give options) Find and copy one word which means… Why is the word ___ in inverted commas? What does the word ___ tell you about…? Choose the best words to match the description (multiple choice x 4) The writer has used the simile / metaphor… What does this mean? How can we describe… using similes/ metaphors? Which keyword(s) tell you about the character/ setting/ mood? Find similar words that (different) authors use to convey information (non-fiction texts). What other words or phrases could the author have used?

Progression in retrieval

Year group	National curriculum	Skill progression	Questions
5	Ask questions to improve their understanding Retrieve, record and present information from non-fiction	• In non-fiction, retrieve, record and present information • Ask questions and find the answers to questions in a text • Extract increasingly complex information from the text • Plan what information needs to be found with guidance • Make simple notes • Apply information retrieval skills across the curriculum	What is…? Why had…? Who else…? What event…? Why do…? Why has..? Give one… Name two… Explain why… Two columns. Tick either based on a question How do people feel about the…? Which words would best complete (statement) 4 tick boxes Look at the _____. Who…….? What is happening after/before…? True or false – table of 4 statements What is the name of_____? Why is it important for… ? tick one Complete the table (headings with a series of bullet points requiring retrieval from the text) Where did (character) find the ……? Give two pieces of evidence that… Number these (5) facts in the order that they happen. How did _____ react when….? What was one effect of…?

Progression in sequencing/summarising

Year group	National curriculum	Skill progression	Questions
5	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	• Use the skills of skimming and scanning to identify key ideas	Can you number these events 1-5 in the order that they happened? Can you summarise in a sentence each section / paragraph of the story/ text? Can you choose one word to summarise each paragraph? Can you summarise the story in __ words? Can you summarise the character in three words? Match one word to a section of text. What does the first sentence in the paragraph tell us? Scan the text for _____(word) What can you tell about _____? What is the main idea? Skim the paragraph (read quickly and only the important words) Give a 10 word summary of the paragraph. Choose 5 words which summarise the meaning of the text/paragraph.

Progression in inference

Year group	National curriculum	Skill progression	Questions
5	Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence	• Identify evidence of characters changing in a story and discuss possible reasons • Discuss what a character's actions say about their character • Recognise that characters may have different perspectives on events in stories • Distinguish between statements of fact and opinion • Identify and discuss themes and conventions in and across a wide range of writing	(Quote) What else in the text tells us that…? What makes / How does the author make us think…? Tick one box to show whether each statement is a fact or an opinion. What impressions do you get of….? Give two How do you feel about (character)? Why? (Quote) Why does she/he…? What impressions do you get of the relationship between _____ and _____? (Word) What does this tell us about how the character is feeling/acting/reacting? Match an event to a character's feeling. (Event) How did (character) react? Did (character) react the same or in a different way? What suggests / implies that… Give two things. How can you tell… Give one piece of evidence. Give two reasons… Explain two ways… using evidence from the text to support your answer fully. What do you learn about the writer's attitude towards…? How does the writer try to…?

Progression in prediction

Year group	National curriculum	Skill progression	Questions
5	Predict what might happen from details stated and implied	• Make predictions based on details stated and implied • Make predictions for how a character might change during a story and change predictions as events happen • Refer to the text to support predictions and opinions	Predict from the cover/ blurb/ inside cover. What is happening now? What happened before this? What might happen next? Use evidence from the text to support. Do you think…will happen? Explain reasons. How might characters change throughout this story? Adapt predictions as the story unfolds. Is the character similar any other characters / people you know? How would they behave in this situation? Do you know another story which deals with the same issues, e.g. social, cultural, moral issues? Could this story end in a similar way? Do you know other stories that start in a similar way? Do you know any stories with a similar theme / setting? Predict the text from titles and sub-heading. Predict vocabulary and text features.

Progression in structure and organisation

Year group	National curriculum	Skill progression	Questions
5	Read books that are structured in different ways Identify how language, structure, and presentation contribute to meaning	- Identify and discuss the structural devices the author has used to organise the text. - Identify vocabulary chosen to convey different messages, moods, feelings and attitudes - Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect - Describe and compare the styles of individual writers and poets, providing evidence - Comment and compare the language choices the author has made to convey information over a range of non-fiction texts.	Name two of the difficulties (character) had in the story. Explain how they dealt with them. Explain how the text has been arranged to support the reader. Why? Can you explain how writers have similar/ contrasting styles? Explain how figurative language (similes, metaphors, personification) contributes to meaning. Explain why the author used _____ (noun phrases, figurative language) to describe a character's feeling or attitude. Explain why the author used _____ (noun phrases, figurative language) to convey a mood. Do you agree with the way the problem was solved/ story ended? Explain How do the sub-headings make the article easier to read? What are the ____ for? What is the purpose of…? How does … create an atmosphere of …? Were there any clues that… would happen? How does… prepare the reader for the ending? Explain why… has been placed at the beginning What is the purpose of the text? How do you know? How does the writer make it interesting / engaging / exciting? Explain how the passage gives a positive / negative impression of… Explain how this text is suitable for…

Progression in language choice

Year group	National curriculum	Skill progression	Questions
5	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	• Identify the writer's main purpose through a general overview • Identify common elements of an author's style and discuss how the style of one author differs from another • Identify and comment upon an author's or poet's viewpoint in the text and respond to this e.g. re-tell from a different viewpoint • Comment on the use of similes and expressive language to create images, sound effects and atmosphere • Comment on the overall impact of poetry or prose with reference to features e.g. development of themes, technical terns • Justify preferences for an author, poet or a type of text	What does the word….tell you about…? Find two words or phrases which make the passage seem… Find two words or phrases which show the writer thinks… Explain how the words… make it seem… Why has the writer used the word…? What is the effect of the sentence (quote)…? Which keyword(s) tell you about the character/ setting/ mood? How is language used to create a positive / negative image of…? What does the choice of language suggest about…? How has the author used a range of vocabulary to convey different messages, moods, feelings and attitudes? What is it about the language choice that tells you it was written a long time ago? Give one example of the use of humour in the text. The word _____ suggests that the character _____. Find and copy one word that suggests _____ is unpleasant, generous, fruitful etc

Progression in making comparisons

Year group	National curriculum	Skill progression	Questions
5	Make comparisons within and across texts	• Identify and explain the key features of a range of appropriate texts • Identify and explain characters and their profiles across a range of texts • Identify and discuss themes within and across texts (social, cultural and historical)	How is / are ____ similar to / different from…? List the similarities and differences between… (characters / settings / layout) How did the characters' reactions differ when…? How does (character's) mood change…? How does the mood change when…? Why do you think the layout is different from / similar to…? Why does the layout change…? Compare paragraph 1 with paragraph 2. What are the two contrasting viewpoints? Fill in/read comparison tables, Venn diagrams, tick boxes.