



Year 5 Autumn Term	
Word Reading	Comprehension
<p>As above and:</p> <ul style="list-style-type: none"> ▶ Read books at an age appropriate interest level. ▶ Read and understand words from the Year 5 list (selected from the statutory Year 5/6 word list) - see below 	<p>As above and:</p> <p>Maintaining positive attitudes to reading</p> <ul style="list-style-type: none"> ▶ Make comparisons within a text e.g. characters' viewpoints of same events. ▶ Read books and texts that are structured in different ways for a range of purposes. ▶ Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves. ▶ Regularly listen to whole novels read aloud by the teacher from an increasing range of authors. <p>Understanding texts they read independently and those which are read to them</p> <ul style="list-style-type: none"> ▶ Explain the meaning of words 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. <i>through discussion, use of reading journals</i>. ▶ Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence. ▶ 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. ▶ Scan for key words and text mark to locate key information. ▶ Summarise main ideas drawn from more than one paragraph and identify key details which support this. ▶ Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - Point + Evidence + Explanation. ▶ Identify how language, structure and presentation contribute to meaning e.g. <i>formal letter, informal diary, persuasive speech</i>. <p>Evaluating the impact of the author's use of language</p>

The following statements should be taught throughout the year to ensure breadth of study. A child's overall judgement will not be affected if they are not met.

Year 5 Spring Term	
Word Reading	Comprehension
	<p>As above and:</p> <p>Maintaining positive attitudes to reading</p> <ul style="list-style-type: none"> ▶ 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. <p>Participating in discussion and debate</p> <ul style="list-style-type: none"> ▶ Prepare formal presentations individually or in groups.



Year 5 Summer Term	
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, e.g. <i>dis-</i>, <i>re-</i>, <i>pre-</i>, <i>mis-</i>, <i>over-</i>. ▶ Use suffixes to understand meanings e.g. <i>-ant</i>, <i>-ance</i>, <i>-ancy</i>, <i>-ent</i>, <i>ence</i>, <i>-ency</i>, <i>-ible</i>, <i>-able</i>, <i>-ibly</i>, <i>-ably</i>. 	<p>As above and:</p> <p>Maintaining positive attitudes to reading</p> <ul style="list-style-type: none"> ▶ Explore themes within and across texts e.g. <i>loss</i>, <i>heroism</i>, <i>friendship</i>. Recommend books to their peers with reasons for choices. Express preferences about a wider range of books including modern fiction, traditional stories, myths and legends. Learn a wider range of poems by heart. <p>Understanding texts they read independently and those which are read to them</p> <ul style="list-style-type: none"> Demonstrate active reading strategies e.g. <i>generating questions to refine thinking</i>, <i>noting thoughts in a reading journal</i>. ▶ Analyse the conventions of different types of writing e.g. <i>use of first person in autobiographies and diaries</i>. <p>Evaluating the impact of the author’s use of language</p> <ul style="list-style-type: none"> ▶ Distinguish between statements of fact or opinion within a text. <p>Participating in discussion and debate</p> <ul style="list-style-type: none"> 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. ▶ Explain and discuss their understanding of what they have read, including through formal presentations and debates. ▶ Use notes to support presentation of information. Respond to questions generated by a presentation. ▶ Participate in debates on an issue related to reading (fiction or non-fiction).