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|  | **Year 5** | | | | | **Year 6** | | | |
| **Term** | **Autumn** | | **Spring** | | **Summer** | **Autumn** | **Spring** | | **Summer** |
| **National Curriculum** | Reading: (See also Y3/4 Skills and Progression)  **Statutory requirements:** Pupils should be taught to:   * apply their growing knowledge of root words, **prefixes and suffixes** (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. | | | | | | | | |
|  | Year 5 - Autumn | Year 5 – Spring | | Year 5 - Summer | | Year 6 - Autumn | Year 6 - Spring | Year 6 – Summer | |
| **Applying phonics** | \*I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words  \*I read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in a word  \*I attempt the pronunciation of unfamiliar words drawing on prior knowledge of similar looking words | | | | | \*I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words  \*I read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in a word  \*I attempt the pronunciation of unfamiliar words drawing on prior knowledge of similar looking words | | | |
| **NATIONAL CURRICULUM** | Reading: Comprehension:  **Statutory requirements:** Pupils should be taught to:  maintain positive attitudes to reading and understanding of what they read by:   * Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. * Reading books that are structured in different ways and reading for a range of purposes * Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions * Recommending books that they have read to their peers, giving reasons for their choices * Identifying and discussing themes and conventions in and across a wide range of writing * Making comparisons within and across books * Learning a wide range of poetry by heart * Preparing 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   **Understand what they read by:**   * checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context * asking questions to improve their understanding * drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence * predicting what might happen from details stated and implied * summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas * identifying how language, structure and presentation contribute to meaning * discuss and evaluate how authors use language, including figurative language, considering the impact on the reader * distinguish between statements of fact and opinion * retrieve, record and present information from non-fiction * 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, maintaining a focus on the topic and using notes where necessary * provide reasoned justifications for their views | | | | | | | | |
|  | Year 5 - Autumn | | Year 5 – Spring | | Year 5 - Summer | Year 6 - Autumn | Year 6 - Spring | | Year 6 – Summer |
| **Reading: Reading For Pleasure:**  **Maintaining a positive attitude about reading** | \*I know that there is a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts  \*I know that these are structured in different ways  \*I know that non-fiction texts are structured to guide the reader to information  \*I can explain how the structure guides the reader to find specific information  \*I find words and language that are used for effect  \*I can explain how the words and language create a precise effect. | | \*I discuss and explain how and why different books have different structures  \*I can explain why I enjoyed a book or poem and who might also enjoy it  \*I evaluate the usefulness of a non-fiction book to research questions raised  \*I understand that a writer moves events forward through a balance of dialogue, action and description  \*I record effective words and language from reading to use in my own writing. | | \*I can explore how dialogue is used to develop character  \*I can explore how actions are added to dialogue  \*I understand that writers use language for precise effect  \*I understand that this may include precise nouns, precisely chosen adjectives, well developed noun phrases, similes, metaphors, personification etc.  \*I understand that a writer uses different sentence structures and techniques to create effects  \*I can explore the structures and techniques used. For example, short sentences, rhetorical questions, ellipsis, flashbacks  \*I can record examples of effective techniques and structures from reading to use in my writing | \*I am familiar with a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts.  \*I know that texts can have elements of more than one type.  \*I identify the elements included in a text type.  \*I can explain why I enjoyed a book or poem and who might also enjoy it.  \*I evaluate the usefulness of a non-fiction book to research questions raised. | \*I know that non-fiction texts may include a creative, fictional element.  \*I can explain how the choices a writer has made about the structure of a text support its purpose.  \*I can make predictions using knowledge of the conventions of different genres and text types.  \*I understand that non-fiction texts may present the same information with different viewpoints.  \*I identify the characteristics of a writer’s style.  \*I know that the word and language choices support the writer’s purpose.  \*I can record examples of words and language from reading to use in my own writing. | | \*I know that style and vocabulary are linked to the purpose of the text.  \*I can explain how the style and vocabulary are linked to the purpose of the text, using evidence.  \*I evaluate the usefulness of different non-fiction texts by comparing how different writer’s present the same information.  \*I can explain the characteristics of a writer’s style using evidence.  \*I can explain how the word and language choices support the writer’s purpose, using evidence.  \*I can explain how the techniques and structures used support the writer’s purpose, using evidence.  \*I record examples of techniques and structures from reading to use in my own writing.  \*I can comment on the effectiveness of the writer’s use of language structures and techniques. |
| **Reading: Reading For Pleasure:**  Comprehension | \*I understand that there will be unfamiliar words in the texts I read  \*I use dictionaries to check or find the meaning of unfamiliar words  \*I ask questions to improve my understanding  \*I re-read to check that the text is meaningful  \*I draw inferences such as inferring characters’ feelings, thoughts and motives from their actions at different points in the text. | | \*I use meaning-seeking strategies to explore the meaning of words in context  \*I understand that inferences can be drawn from different parts of the text  \*I justify inferences with evidence from the text  \*I make predictions from evidence found and implied  \*I summarise the main ideas drawn from a text. | | \*I use meaning – seeking strategies to explore the meaning of idiomatic and figurative language.  \*I understand that inferences can be made by reading between and beyond the lines.  \*I know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react  \*I explain how the context of a text reflects the reaction of the audience it was written for. | \*I understand that there will be unfamiliar words in the texts I read.  \*I use dictionaries to check or find the meaning of unfamiliar words.  \*I use meaning-seeking strategies to explore the meaning of idiomatic and figurative language. | \*I ask questions to improve and deepen my understanding.  \*I re-read to check that the text is meaningful.  \*I know that a text may need to be read slowly or re-read to deepen my understanding.  \*I know that texts have different layers of meaning – between the lines and beyond the lines.  \*I summarise the main ideas drawn from a text. | | \*I can find the different layers of meaning in a text.  \*I can explain how they contribute to the reader’s understanding of the overall meaning, characters, themes.  \*I make predictions from evidence found and implied.  \*I know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react.  \*I can explain how the context of a text reflects the reaction of the audience it was written for. |
| **Reading: Reading For Pleasure:**  **Justifications for views** | \*I give a personal point of view about a text.  \*I explain the reasons for my viewpoint, using evidence from the text.  \*I listen to others’ ideas and opinions about a text.  \*I make connections between other similar texts, prior knowledge and experience.  \*I explain why there are connections, using evidence.  \*I compare books with similar themes. | | \*I build on others’ ideas and opinions about a text in discussion.  \*I question others’ ideas about a text.  \*I compare different versions of texts.  \*I explain the similarities and differences between different versions of texts.  \*I explain how books written in different contexts can have similar themes. | | \*I evaluate the effectiveness of different versions of texts. | \*I give a personal point of view about a text.  \*I can explain the reasons for a viewpoint, using evidence from the text.  \*I listen to others’ ideas and opinions about a text. | \*I build on others’ ideas and opinions about a text in discussion.  \*I question others’ ideas about a text.  \*I make connections between texts which may not initially seem similar.  \*I can explain why there are connections, using evidence.  \*I can explain the similarities and differences between different versions of texts. | | \*I identify themes in books which have different cultural, social or historical contexts.  \*I compare and contrast themes in a range of books.  \*I can explain how there are common themes in different books, using evidence from reading. |
| **Reading: Reading For Pleasure:**  **Y5: Retrieving Information from a text**  **Y6: Explaining and Discussing own Understanding** | **Reading For Pleasure: Y5: Retrieving Information from a text** | | | | | **Reading For Pleasure: Y6: Explaining and Discussing own Understanding** | | | |
| \*I identify key information from my text.  \*I summarise key information in sentences.  \*I find key information from different parts of the text.  \*I understand the difference between fact and opinion.  \*I find examples of fact and opinion in texts.  \*I can explain why one example is fact and the other opinion. | | \*I use skimming and scanning to find the information I need.  \*I make notes on the information I need.  \*I organise my notes and present information.  \*I summarise key information from different parts of the text.  \*I present as oral overview or summary of a text.  \*I understand that a narrative can be told from different points of view – narrator, character.  \*I identify the point of view in a narrative.  \*I understand that the writer may have a viewpoint. | | \*I explore how events are viewed from another perspective.  \*I explain the writer’s viewpoint with evidence from the text.  \*I identify the writer’s viewpoint, for example, how different characters are presented. | \*I identify key information from a text.  \*I summarise key information in sentences.  \*I find key information from different parts of the text.  \*I present as oral overview or summary of a text.  \*I understand the difference between fact and opinion.  \*I find examples of fact and opinion in texts.  I can explain why one example is fact and the other opinion.  \*I use point, evidence and explanation (PEE) or answer it, prove it, explain it (APE) to respond to questions about texts. | \*I understand that a narrative can be told from different points of view – narrator, character.  \*I identify the point of view in a narrative.  \*I can explore how events are viewed from another perspective.  \*I identify the techniques used to create feelings, atmosphere, mood or messages.  \*I can comment on how the writer’s intent affects the reader. | | \*I know that points of view can also be implied.  \*I identify implied points of view.  \*I can explain implied points of view, using evidence.  \*I understand that the writer may have a viewpoint.  \*I identify the writer’s viewpoint, for example, how different characters are presented.  \*I can explain the writer’s viewpoint with evidence from the text.  \*I can explain the effect of the writer’s viewpoint on the reader.  \*I can explain how the techniques used create feelings, atmosphere, mood or messages. |