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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.
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|  | 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
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|  | 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. |