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| Year 5/6 |
| WORD READING |
| Use a range of reading strategies to work out any unfamiliar word. |
| 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. |
| COMPREHENSION |
| Presentation and performance. |
| 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. |
| 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. |
| Prediction |
| Predict what might happen from details stated and implied based on their knowledge of themes, genres, conventions, knowledge of author |
| Clarifying |
| Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology, both to read aloud and to understand the meaning of new words that they meet. |
| Explain and explore the meaning of words in context |
| Distinguish between statements of fact and opinion |
| Questioning |
| Ask and answer questions to improve their understanding of a text. |
| Retrieve, record and present information from non-fiction |
| Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. |
| Provide reasoned justifications for opinions. |
| Summarising |
| Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas |
| Language for Effect |
| Discuss and evaluate the writers' use of words, phrases and language features including figurative language. |
| Structure and presentation |
| Discuss how the structure and presentation of a text help contribute to meaning and purpose. |
| Themes and Conventions |
| Discuss comment on themes and conventions in different genres and forms. |
| Make comparisons within and across books |
| Discuss the viewpoints (both of the author and fictional characters). |
| READING FOR PLEASURE |

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| Read a broader range of texts including those from literary heritage and more challenging texts. |
| Increase familiarity with a wide range of fiction including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions; poetry, plays, non-fiction and reference books or textbooks. |
| Recommend books they have read to their peers, giving reasons for their choices. |
| Read for sustained periods of time |
| Complete a range of more challenging, lengthier books. |
| Engage actively in book discussions, actively challenging others views courteously. |
| Begin to develop a critical stance to reading. |
| Learn poetry by heart |

READING 5/6

Word reading

At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so.

Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word. Accuracy in reading individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension.

When reading with or to pupils, attention should be paid to new vocabulary – both

Comprehension

Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves.

The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex writing.

Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text.

They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies.

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.

In using non-fiction, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information.

The skills of information retrieval that are taught should be applied, e.g. in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, such as reading information leaflets before a gallery or museum visit or reading a theatre programme or review. Teachers should consider making use of any available library services and expertise to support this.

Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions.

Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.