

READING YEAR 5/YEAR 6 - Spring Term

R1	Accurate reading
R2	Fluent reading
R3	Reading Comprehension
R4	Enjoyment of reading
R5	Breadth of reading (understanding of the world)

What we are teaching	How
<p>READING 1: ACCURACY</p> <ul style="list-style-type: none"> • Use appropriate decoding strategies fluently and accurately • Read the Year 5/Year 6 common exception words • Read aloud with intonation that shows understanding 	<p>1:1 reading Reading lessons Scheme Books Word Mats</p>
<p>READING 2: FLUENCY</p> <ul style="list-style-type: none"> • Use appropriate decoding strategies fluently • Persevere with challenging texts to read with fluency, understanding and expression 	<p>Daily Reading Lessons Scheme Books Word Mats choral reading echo reading partner reading 1:1 reading</p>
<p>READING 3: COMPREHENSION</p> <p>Retrieval</p> <ul style="list-style-type: none"> • Retrieve key details and quotations to demonstrate understanding of character, events and information • Answer who, what, why, where, when, which, how questions, using direct reference to and quotes from text • Provide developed explanations for key information, events, character actions and motivations • Provide straightforward explanations for the purpose of the language, structure and presentation of texts • Identify whether statements from text are fact or opinion • Decide whether statements about a text are true or false, using direct reference to the text <p>Vocabulary</p> <ul style="list-style-type: none"> • Show an understanding of the meaning of vocabulary in different contexts • Find and copy one word/groups of words with a particular meaning • Find words in text that most closely match the meaning of a given word • Explain what words suggest about a given subject • Talk about a growing repertoire of vocabulary and know how to independently find out what unknown words in text mean <p>Inference</p> <ul style="list-style-type: none"> • Search for simple clues within the text to support 'reading between the lines' • Make developed inferences drawing on evidence from the text and wider personal experience • Use clues from action, dialogue and description to interpret meaning • Prove or disprove a statement about character or setting by finding evidence in the text • Explain and justify inferences, providing evidence from the text to support reasoning • Empathise with different characters' points of view <p>Authors Choice</p>	<p>Reading lessons</p>

- Identify a range of figurative language e.g. metaphor, simile, alliteration, idioms, euphemism, personification etc.
- Comment upon the use and effect of the author's language on the reader
- Explain the effect of figurative language upon the reader
- Identify what impression a word/words give the reader
- Understand and recognise different forms of poetry, discuss their meaning and impact on the reader

Structure

- Identify/explain how the sequence of events in narrative fiction contributes to meaning as a whole
- Find and discuss evidence of themes and conventions in different genres and forms of text
- Identify and comment on the grammatical features of text
- Identify key features such as setting, action, past events
- Identify and comment on the presentational features of text
- Use text format and text features accurately to determine text type

Predication

- Make developed predictions that are securely rooted in the text
- Explain their prediction choices fully, using evidence from the text
- Make predictions about characters including how their behaviour may/may not change and how they may/may not appeal to the reader, justifying answers with reference to the text

Summarise

- Accurately and selectively summarise main ideas, events, characters and information from fiction
- Accurately and selectively summarise main ideas, events, and information from non-fiction
- Identify key details and use quotes for illustration
- Accurately order summaries of different paragraphs within a text
- Identify the main message in a poem/story
- Use information from the whole text to answer questions e.g. true or false

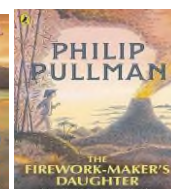
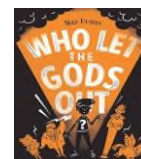
Comparisons

- Make accurate and appropriate comparisons within texts
- Make comparisons about how a character changes e.g. their opinion, how they are different after a certain event

READING 4: ENJOYMENT

- Compare, contrast and evaluate different texts.
- Talk about the types of texts they enjoy and that interest them.
- Talk about the types of texts they enjoy and that interest them
- Talk about what they liked or disliked about a text giving a detailed reason with examples
- Construct visual images

Reading for pleasure sessions



	<p>Individual reading School library time Reading events - Book Swap National Storytelling Week 29 January to 5 February</p>
<p>READING 5: UNDERSTANDING THE WORLD/BREADTH</p> <ul style="list-style-type: none"> • Construct visual images • Listen and respond to a wide range of poetry (including contemporary and classic), stories and non-fiction • Know a wider range of texts, by a variety of authors • Talk about and give an opinion on the above range of texts with examples • Answer and ask appropriate questions • Continue to build a repertoire of poems learnt by heart appreciating these and reciting with clear intonation to make the meaning clear 	<p>Reading for pleasure Reading across the curriculum</p>