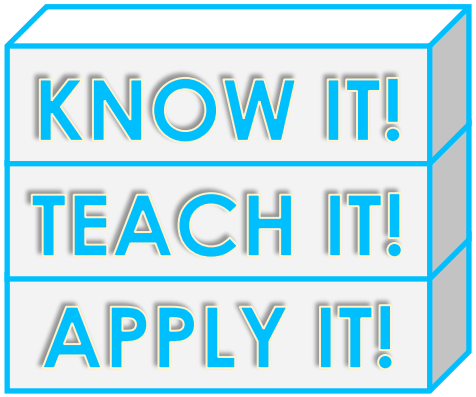
Year 5

Reading Curriculum



YEAR 5/6 KNOW IT!

New Learning | Prior Learning

PREFIXES

bi	two
aqua	water
tele	far off
aero	involving air
micro	small
photo	using light
tri	three
pre	before
post	after
de	opposite of
co	joint
pro	ahead
Y3/4	Please refer to Y3/4 'Know It' for prior learning.

ROOTS/ROOT WORDS

dict	to say
convene	come or bring together
response	a reaction to something
determine	make a strong decision
commend	to praise
sign	to mark
exist	to live
vary	to change

SUFFIXES

ology	study of
er	belonging
able/ible	able to
ship	character/skill
ance/ancy	the action of
ence/ency	the quality of
ify	to make
ate	the process of
ive	the nature of
cian	the skill of
ist	one who does
Y3/4	Please refer to Y3/4 'Know It' for prior learning.

available	**existence**	**aggressive**	**photograph**	**microscope**
avail-of use able-able to **available**-able to be of use	exist-to live ence-the quality of **existence**-the quality of living	aggress-to attack ive-nature of **aggressive**-an attacking nature	photo-using light graph-to write **photograph**-to write with light	micro-small scope-range **microscope**-an instrument to view a small range.

New Learning | Prior Learning

TEACH IT

YEAR 5

DECODING & WORD RECOGNITION

Children should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and understand the meaning of new words that they meet;
- be fluent at word reading, in order to further develop their comprehension skills and knowledge of vocabulary.

GRAMMAR, STRUCTURE & LAYOUT

Children should be taught to deepen their understanding of texts they read independently through:

- **identifying how language, structure and presentation contribute to meaning;**
- **reading books that are structured in different ways.**

GRAMMATICAL FEATURES

- Identify, through reading, how grammar can be adapted to match context, audience and purpose and begin to discuss the effect this has on the text as a whole and on the reader.

For example, varying verb tense:

- **use of progressive tense to build tension in a suspense story;**
- **use of perfect tense to achieve a more formal tone;**
- **use of present tense in non-narrative to ensure the text remains relevant.**

or verb choices:

- use of modals to suggest possibility or probability;
- use of imperatives for emphasis.

- Explain how tense relates to text and structure.

COMPREHENSION

Children should be taught to deepen their understanding of texts they read independently through:

- making comparisons within and across books for example, being shown how to compare characters, settings, themes and other aspects of what they have read;
- **checking that the text makes sense to them and discussing their understanding;**
- **asking questions to improve their understanding of the text;**
- **identifying themes and conventions in a wide range of writing.**

Children should be taught how to frame their written responses to a range of comprehension question including finding evidence from different points in the text to include in their answer. The use of PEE (Point; Explain; Evidence) is one example of this.

RETRIEVAL

- Distinguish between statements of fact and opinion.
- **Consolidate and secure skimming and scanning skills to look through longer pieces of text and locate key words/dates/facts/information/sections.**
- **Sequence increasing amounts of text e.g. across several pages or a chapter.**

SUMMARISING

- Summarising the main events or significant ideas from more than one paragraph both orally and in note-form.

INFERENCE

- Justify inferences with evidence including their own views.
- **Answer questions related to cause and effect.**
- **Make more detailed prediction about what might happen from details stated and implied.**
- **Explain characters possible feelings, thoughts and motives from their actions.**

VOCABULARY

Children should be taught to deepen their understanding of texts they read independently through:

- discussing and evaluating how authors use language, including figurative language, considering the impact on the reader;
- identifying different types of language within a text e.g. subject-specific, archaic, vernacular, emotive, persuasive etc., discussing its use and impact on the text as a whole, as well as the reader;
- **explaining the meaning of words in context;**
- **expanding their vocabulary through applying growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that they meet.**

EXPLORE, TEACH, PRACTISE

Children should be taught to expand their vocabulary through:

- exploring the finer meanings of words through looking at words associated with others (not synonyms) to show different connotations depending on context;
- **exploring links with known words through identifying prefixes, suffixes, synonyms, antonyms and root word meanings;**
- **generating word lists linked to stories, topics, synonyms etc.;**
- **being explicitly taught the meaning and correct pronunciation of new words.**

For example,

- **seeing how it is used in context**
- **finding clues within the word to define word meaning.**
- **finding clues within the context to infer the word meaning**
- **discussing examples seen or heard before**
- **making connections with word class.**
- **using dictionary skills in order to check the meaning.**

New Learning | Prior Learning

Year 5: Progression in Core Reading Skills

YEAR 5

Broader Curriculum Objectives

Fluency & Intonation

- Apply their growing knowledge of root words, prefixes and suffixes to read loud new words that they meet.
- Learn a wider range of poetry by heart.
- Prepare play scripts and poems to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

Response to Text

- Identify how language, structure and presentation contribute to meaning.
- Recommend books that they have read, giving reasons for their choices.
- Continue to read and discuss an increasingly wide range of texts.
- Discuss and evaluate how authors use language and the impact it has on the reader.
- Distinguish between fact and opinion.
- Explain and discuss their understanding of what has been read, maintaining focus and using notes where necessary.
- Participate in discussions about texts, building on their own and others' ideas and challenging views courteously. Provide reasoned justification for views.

PRIOR LEARNING YEAR 4

- Recite whole poems with growing awareness of the listener.
- Sight read automatically a wide range of exception words.
- Read most words within age-appropriate texts, accurately and with speedy recognition.
- Read unfamiliar words by saying syllables and using knowledge of prefixes, roots and suffixes.
- Read a range of age-appropriate texts independently and with ease.
- Develop stamina as a reader, reading for longer periods of time and coping with more demanding texts.
- Read aloud a familiar text at a flowing pace, pausing to attend to more complex punctuation, including where commas create phrasing within sentences.
- Use punctuation to support meaning including, multi-clause sentences.
- Use effective intonation, stress and expression that indicate comprehension.
- Show awareness of when to change emphasis and tone.
- Read both silently and aloud to others.

PRIOR LEARNING YEAR 4

- Develop confidence and gather experience from a wider range of texts through listening, reading and discussing, in order to build positives attitudes towards reading.
- Identify and discuss how language, paragraph structure and layout contribute to meaning.
- Discuss and identify authors' perspective.
- Evaluate the accuracy of texts on the same topic or texts that present differing points of view or information.
- Discuss why words have been chosen and the effect these have on the reader.
- Discuss how the use of antonyms, synonyms and common idiomatic language enhances meaning and interest within texts.
- Recognise the presentation of fact and opinion within texts and discuss the effect this has on the reader.
- Discuss the term bias and develop awareness of when authors may present a bias view or information.

- Read a loud a wider range of age-appropriate poetry with accuracy and at a reasonable speaking pace.
- Read some Y5/6 exception words with automaticity.
- Read unfamiliar words by saying syllables and using knowledge of prefixes, roots and suffixes.
- Read most words in age-appropriate books effortlessly and work out how to pronounce unfamiliar written words with increased automaticity.
- Prepare readings using appropriate intonation to show understanding.
- Know when to change emphasis and tone when reading aloud.
- Vary pace according to purpose, audience and authorial intent.
- Notice more sophisticated punctuation e.g. of parenthesis and use expression accordingly.
- Read a loud a range of moderately complex texts with fluency and phrasing, adjusting pace, volume, pitch and pronunciation to enhance meaning and expression.
- Read silently and then discuss what they have read.

- Extend their familiarity with texts to modern fiction and fiction from our literary heritages; continue to read a range of texts from different cultures.
- Evaluate a text for relevance to purpose and audience.
- Discuss how language in texts serves different purpose e.g. the different ways that descriptive language is used in informative texts compared with persuasive texts.
- Discuss and evaluate how authors use language, talking readily about the effect of words and phrases on the reader .
- Show further understanding of a wider range of figurative language features e.g. metaphor and personification.
- Recommend books for peers in detail.
- Explain how authors use evidence and supporting detail in text.

New Learning | Prior Learning

Year 5: Progression in Core Reading Skills

YEAR 5

Broader Curriculum Objectives

Literal Understanding and Retrieval

- Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet.
- Check that the book makes sense to them; discuss their understanding and the meaning of new words in context.
- Ask questions to improve understanding.
- Retrieve and record information from fiction and non-fiction.
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

Inference

- Identify and discuss themes and conventions in and across a wide range of writing.
- Make comparisons within and across books.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.
- Predict what might happen from details stated and implied. .

PRIOR LEARNING YEAR 4

- Retrieve information from texts of increasing length.
- Identify and discuss key sentences and words in texts which convey important information about characters, places, events, objects or ideas.
- Skim a whole text to select which paragraph/section is most likely to contain the answer.
- Scan the paragraph/section to retrieve the information needed.
- Find and copy specific words or phrases from a text to answer retrieval questions accurately.
- Use the text to support answers including finding relevant quotes.
- Identify and summarise the main ideas drawn from whole paragraphs, chapters or texts.
- Ask questions to develop understanding.
- Take information from diagrams, flow charts and forms where it is presented graphically.
- Identify key information from within a text; make notes using organisational devices, in order to carry out research linked to the wider curriculum.

- Retrieve key details and specific/precise words or phrases to accurately answer questions.
- Skim, scan and read before and after to retrieve information.
- Discuss understanding and explore the meaning of increasingly challenging vocabulary, within the context of the text.
- Summarise and make connections between main ideas or themes from across paragraphs, chapters or an entire text.
- Establish what is known about characters, events and ideas in narrative and non-fiction texts, retrieving details and examples from the text to back up their understanding or argument.
- Begin to find quotations from across a whole text to support answers.
- Ask specific and relevant questions which develop and deepen understanding.
- Locate information confidently and efficiently, using the full range of features of the information text being read, including information presented graphically.
- Retrieve, record and present information from a range of non-fiction texts, to support wider curriculum research.

PRIOR LEARNING YEAR 4

- Identify themes within a text, as well as across different texts read e.g. Can you think of another text with a similar theme? How do their plots differ?
- Ask and answer questions to infer a character's feelings, thoughts or motives from their stated actions e.g. **Q:**How did the crowd feel about the girl's behaviour? How do you know that they found it annoying?
- Begin to consider the possible meaning of words, phrases and sentences within a text e.g. **Q:** *Mr Bunn wondered if there might be more to life than his beloved bakery.* What does this tell us? (Multiple choice options can scaffold learning at this point).
- Identify words and phrases within longer paragraphs that show similar meaning or effect e.g. **Q:** Copy one phrase within the paragraph that shows that the zoo is open all year round-*our gates are never closed.* **Q:** Find and copy two words that give the effect that the garden was magical.
- Use detail from the text, as well as relevant prior knowledge, to form predictions and justify them.
- Evaluate the accuracy/relevance or predictions based on what is read next.

- Identify themes within and across books, summarise the main ideas and make comparisons using references from both points e.g. *In the 'Wreck of the Zanzibar', Billy left home in a selfish way, because he wanted an adventure, whereas in the Who Let the Gods Out, Elliott had to leave home and free the prisoner, as he felt it was the only way to help Virgo and his mum.*
- Draw inferences more independently, both as they read and after completion of a chapter, section of text or book using textual evidence as a familiar exercise e.g. **Q:** How would you describe the character of Macbeth at the end of the first chapter? How would you describe his character by the end of the book? How has he changed? **Q:** Using evidence from the text, explain why the Strait of Malacca was often used as a hideout.
- Understand what is implied about characters and make judgements about their motivations and attitudes from dialogue and description.
- Consider the possible meanings of words, phrases and sentences within a text, including where there is more than one possibility e.g. **Q: '***the warmth in Dad's hand' This description can have two meanings. What are they?*
- Identify specific words and phrases from within and across paragraphs that show particular meaning or effect **Q:** The boys feelings change a particularly points in the text, find and copy one phrase from each paragraph that show his feelings have altered.
- Use figurative as well as literal language to infer meaning.
- Support predictions with relevant explanation and evidence from the text.

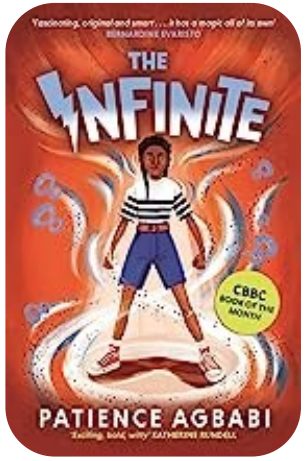
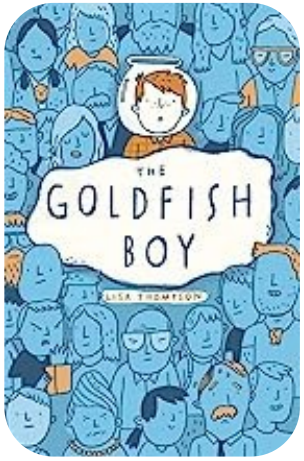
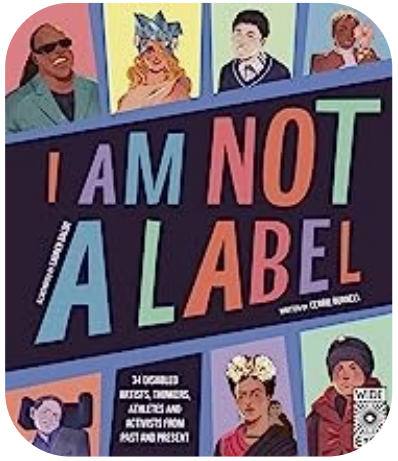
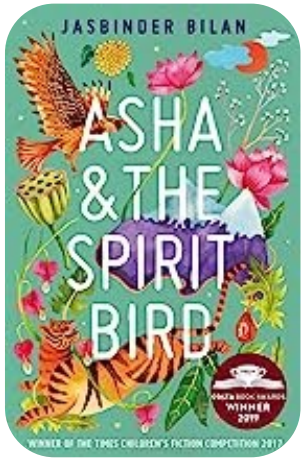
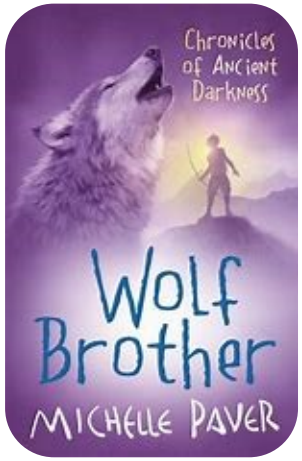
New Learning | Prior Learning

APPLY IT

YEAR 5

Pupils should be able to apply their knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, to support their increasing fluency as readers, their ability as writers, and their comprehension.

READING FOR PURPOSE	READING FOR PLEASURE	READING FOR/WITH AN AUDIENCE
Children should use their reading skills to:	Children should develop a love of reading through:	Children should be given opportunity to:
• familiarise themselves with a range of different text types including their specific use of grammar, language and structure, in order to apply this within their own writing; • retrieve, record and present information from non-fiction, and including note form; • select relevant information in reference books including the use of contents and index to locate information; • research topics of interest to develop their knowledge and/or in preparation for class experiences; • **read for a range of purposes;** • **further develop knowledge and skills in reading non-fiction about a wide range of subjects.**	• increasing familiarity with a wide range of books, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions; • reading and discussing an increasingly wide range of fiction, poetry, plays, non-fictions and reference books; • recommending books that they have read to their peers, giving reasons for their choices; • learning a wider range of poetry by heart; • exploring different types of figurative language e.g. similes, metaphors and personification; • **listening to whole books by authors they may not choose themselves.**	• prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience; • 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; • discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text.

CLASS READS

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