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| **Year Five – (As Year 4 and…)** | **NAME** |
| **WORD READING** |  |  |  |  |  |
| Read books at an age appropriate interest level.  |  |  |  |  |  |
| Use knowledge of root words to understand meanings of words. |  |  |  |  |  |
| Apply knowledge of prefixes to understand meaning of new words, e.g. *dis-, re-, pre-, mis-, over-.* |  |  |  |  |  |
| Use suffixes to understand meanings e.g. *-ant, -ance, -ancy, -ent, ence, -ency, -ible, -able, -ibly, -ably.* |  |  |  |  |  |
| Read and understand words from the Year 5 list (selected from the statutory Year 5/6 word list) |  |  |  |  |  |
| **COMPREHENSION** **Maintaining positive attitudes to reading** |  |  |  |  |  |
| Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves |  |  |  |  |  |
| Regularly listen to whole novels read aloud by the teacher from an increasing range of authors |  |  |  |  |  |
| Explore themes within and across texts e.g. *loss, heroism, friendship.* |  |  |  |  |  |
| Make comparisons within a text e.g. characters’ viewpoints of same events. |  |  |  |  |  |
| Recommend books to their peers with reasons for choices. |  |  |  |  |  |
| Read books and texts that are structured in different ways for a range of purposes. |  |  |  |  |  |
| Express preferences about a wider range of books including modern fiction, traditional stories, myths and legends. |  |  |  |  |  |
| Learn a wider range of poems by heart. – The child has learnt the following poems by heart throughout the year: Alligator by Grace Nicols, The Pig by Roald Dahl, A Red Rose by Robert Burns. |  |  |  |  |  |
| Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience |  |  |  |  |  |
| **Understanding texts they read independently and those which are read to them** | **NAME** |
| Explain the meaning of words within the context of the text. |  |  |  |  |  |
| Use punctuation to determine intonation and expression when reading aloud to a range of audiences. |  |  |  |  |  |
| Check that the book makes sense to them and demonstrate understanding e.g. *through discussion, use of reading journals.* |  |  |  |  |  |
| Demonstrate active reading strategies e.g. *generating questions to refine thinking, noting thoughts in a reading journal.* |  |  |  |  |  |
| Infer characters’ feelings, thoughts and motives from their actions and justify inferences with evidence. |  |  |  |  |  |
| Predict what might happen from information stated and implied. |  |  |  |  |  |
| Through close reading of the text, re-read and read ahead to locate clues to support understanding.  |  |  |  |  |  |
| Scan for key words and text mark to locate key information. |  |  |  |  |  |
| Summarise main ideas drawn from more than one paragraph and identify key details which support this |  |  |  |  |  |
| Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - **P**oint + **E**vidence + **E**xplanation. |  |  |  |  |  |
| Analyse the conventions of different types of writing e.g. *use of first person in autobiographies and diaries.* |  |  |  |  |  |
| Identify how language, structure and presentation contribute to meaning e.g. *formal letter, informal diary, persuasive speech.* |  |  |  |  |  |
| **Evaluating the impact of the author’s use of language** |  |  |  |  |  |
| Explore, recognise and use the terms metaphor, simile, imagery |  |  |  |  |  |
| Explain the effect on the reader of the authors’ choice of language |  |  |  |  |  |
| Distinguish between statements of fact or opinion within a text. |  |  |  |  |  |
| **Participating in discussion and debate** |  |  |  |  |  |
| 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.  |  |  |  |  |  |
| **Continued…** | **NAME** |
| Explain and discuss their understanding of what they have read, including through formal presentations and debates.  |  |  |  |  |  |
| Prepare formal presentations individually or in groups. |  |  |  |  |  |
| Use notes to support presentation of information. |  |  |  |  |  |
| Respond to questions generated by a presentation. |  |  |  |  |  |
| Participate in debates on an issue related to reading (fiction or non-fiction). |  |  |  |  |  |