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| YEAR FIVE | |
| Decoding | \*Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues.  \*Apply knowledge of root words, prefixes and suffixes/word endings, including –sion, -tion, -cial, tia, -ant, ance/-ancy. –ent/ -ence-/ency, -able/-ably and ible/ibly to read sounds fluently.  \*Read most Y5/6 common exception words, discussing the usual correspondences between spelling and sound and where these occur in a word. |
| Range of Reading | \*Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non fiction and reference books.  \*To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.  \*Reading books that are structured in different ways and reading for a range of purposes.  \*Making comparisons within and across books. |
| Familiarity of Texts | \*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.  \*Identifying and discussing themes and conventions in and across a wide range of writing. |
| Poetry and Performance | \*Learning a wider range of poetry by heart and preparing poems and plays to read aloud an perform, showing understanding through intonation, tone and volume so that the meaning is clear to the audience.  \*To continually show an awareness of audience when reading out loud using intonation, tone, volume and action. |
| Word Meaning | \*Identify and discuss ambitious words and phrases in texts to decipher meaning in order to infer information.  \*To discuss vocabulary used by the author to create effect including figurative language.  \*To evaluate the use of authors’ language and explain how it has created an impact on the reader. |
| Understanding | \* Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.  \*Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.  \*Ask questions to improve their understanding. |
| Inference | \*Drawing inferences such as inferring characters feelings, thoughts and motives from their actions and justifying inferences with evidence. |
| Prediction | \* Predicting what might happen from details stated and implied, justify them in detail with evidence from the text. |
| Authorial Intent | \*Identifying how language, structure and presentation contribute to meaning.  \*To identify main ideas drawn from more than one paragraph and to summarise summarise these.  \*Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. |
| Non Fiction | \*Distinguish between statements of fact and opinion.  \*To use knowledge of texts and organisational devices to retrieve, record, discuss and present information from non fiction.   |  | | --- | |  | |
| Discussing Reading | \*Recommending books that they have read to their peers, giving reasons for their choices.  \*Participate in discussions about books, building on their own and others’ ideas and challenging views courteously.  \*Explain and discuss understanding if what they have read, including formal presentations and debates.  \*Provide reasoned justifications for their views.   |  | | --- | |  | |