

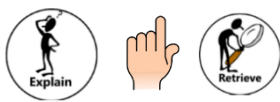




## Reading Skills and Knowledge – Year 5 Long Term Plan

<p><b>Decoding</b></p> 	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</li> </ul> <p style="color: red;">Use a range of reading strategies to work out any unfamiliar word.</p>
<p><b>Breadth of reading and familiarity with texts</b></p>	<p><b>Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by:</b></p> <ul style="list-style-type: none"> <li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• 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</li> <li>• recommending books that they have read to their peers, giving reasons for their choices</li> <li>• identifying and discussing themes and conventions in and across a wide range of writing</li> <li>• making comparisons within and across books</li> </ul>
<p><b>Poetry and performance</b></p>	<p><b>Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by:</b></p> <ul style="list-style-type: none"> <li>• learning a wider range of poetry by heart</li> <li>• preparing 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</li> </ul>
<p><b>Word meaning</b></p> 	<p><b>Pupils should be taught to understand what they read by:</b></p> <ul style="list-style-type: none"> <li>• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul>
<p><b>Understanding</b></p> 	<p><b>Pupils should be taught to understand what they read by:</b></p> <ul style="list-style-type: none"> <li>• asking questions to improve their understanding</li> <li>• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> </ul> <p style="color: red;">Clarify concepts and ideas at sentence, paragraph and whole text level. Identify key details that support main ideas using quotation for illustration Respond to reading in a written form, beginning to develop a critical stance. Children summarise information from across a text and make connections by analysing, evaluating, and synthesising ideas within a text.</p>
<p><b>Inference</b></p> 	<p><b>Pupils should be taught to understand what they read by:</b></p> <ul style="list-style-type: none"> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul> <p style="color: red;">Use PEE (Point, Evidence, and Explanation) to support inferences. Children infer characters' feelings, thoughts and motives, giving one or two pieces of evidence to support each point made, beginning to draw evidence from different places across the text.</p>
<p><b>Prediction</b></p>	<p><b>Pupils should be taught to understand what they read by:</b></p> <ul style="list-style-type: none"> <li>• predicting what might happen from details stated and implied</li> </ul> <p style="color: red;">These predictions could be based upon: themes, conventions, knowledge about the author and genres. Predictions are supported by relevant evidence drawn from the text. Children confirm and modify predictions as they read on.</p>
<p><b>Authorial intent</b></p> 	<p><b>Pupils should be taught to understand what they read by:</b></p> <ul style="list-style-type: none"> <li>• identifying how language, structure and presentation contribute to meaning</li> </ul> <p style="color: red;">Consider how these choices impact upon impact on meaning, theme and purpose.</p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul> <p style="color: red;">Ask and answer questions to improve understanding of themes and authorial intent. Discuss and evaluate texts, commenting on writers' use of words, phrases and language features including figurative language.</p>
<p><b>Non fiction</b></p>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• distinguish between statements of fact and opinion</li> <li>• retrieve, record and present information from non-fiction</li> </ul>
<p><b>Discussing reading</b></p>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• provide reasoned justifications for their views.</li> </ul> <p style="color: red;">Discuss viewpoints (both of the author and fictional characters), within a text and across more than one text.</p>