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| **Word Reading** | **Comprehension** |
| As above and:* Read books at an age appropriate interest level.
* Work out unfamiliar words by focusing on all letters in the word*, e.g.* not reading *invitation* for *imitation.*
* Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. *un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment.*
* Use suffixes to understand meanings e.g. *–cious, -tious, -tial, -cial.*
* Read and understand words from the Year 6 list (selected from the statutory Year 5/6 word list) - see below.
* Use etymology to help the pronunciation of new words e.g. *chef, chalet, machine, brochure – French in origin.*
 | As above and:**Maintaining positive attitudes to reading*** Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction.
* Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves.
* Independently read longer texts with sustained stamina and interest.
* Recommend books to their peers with detailed reasons for their opinions.
* Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures.
* Learn a wider range of poems by heart.
* Prepare poems and play scripts to read aloud and perform using dramatic effects.

**Understanding** **texts they read independently and those which are read to them*** Explain the meaning of new vocabulary within the context of the text.
* Demonstrate active reading strategies e.g. *challenging peers with questions, justifying opinions, responding to different viewpoints within a group.*
* Use a reading journal to record on-going reflections and responses to personal reading.
* Explore texts in groups and deepen comprehension through discussion.
* Provide reasoned justifications for their views.
* Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – **P**oint+**E**vidence+**E**xplanation.
* Infer characters’ feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. **P**oint+**E**vidence+**E**xplanation*.*
* Predict what might happen from information stated and implied.
* Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text.
* Make comparisons within and across texts e.g. similar events in different books such as being an evacuee in Carrie’s War and Goodnight Mr Tom.
* Compare characters within and across texts.
* Compare texts written in different periods.
* Recognise themes within and across texts e.g. *hope, peace, fortune, survival*.
* Distinguish between statements of fact and opinion across a range of texts e.g. first-hand account of an event compared with a reported example such as Samuel Pepys’ diary and a history textbook.
* Skim for gist.
* Scan for key information e.g. *identify words and phrases which tell you the character is frustrated,* or *find words/phrases which suggest that a theme park is exciting.*
* Use a combination of skimming, scanning and close reading across a text to locate specific detail.
* Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects.
* Analyse the conventions of different types of writing e.g. *use of dialogue to indicate geographical and/or historical settings for a story.*
* Identify how language, structure and presentation contribute to meaning e.g. *persuasive leaflet, balanced argument*.

**Evaluating the impact of the author’s use of language*** Explore, recognise and use the terms personification, analogy, style and effect.
* Explain the effect on the reader of the author’s choice of language and reasons why the author may have selected these words, phrases and techniques.

**Participating in discussion and debate*** Participate in discussions about books, 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.
* 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 issues related to reading (fiction/non-fiction).
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