|  |  |
| --- | --- |
| **Word Reading** | **Comprehension** |
| As above and:* Read books at an age appropriate interest level.
* Use knowledge of root words to understand meanings of words.
* 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) - see below
 | As above and:**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.
* 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.
* 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*** 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.
* Explore themes within and across texts e.g. *loss, heroism, friendship.*
* Make comparisons within a text e.g. characters’ viewpoints of same events.
* Distinguish between statements of fact and opinion within a text.
* 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.

**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.
* 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).
 |