Key Learning in Reading: Year 5

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).

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