

Curriculum Design for Reading

Year – 5

	<u>Skills</u>
Word Knowledge	<p>Fluently and automatically read a range of age-appropriate texts from the following: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books.</p> <p>Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. suspect/suspicious, change/changeable, receive/reception.</p> <p>Know securely the different pronunciations of words with the same letter-string e.g. bought, rough, cough, though, plough.</p> <p>Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.</p>
Comprehension	<p>Read and enjoy a growing repertoire of texts, both fiction and non-fiction.</p> <p>Be familiar with some of the text types specified in the YR 5-6 programme of study, which include modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction texts.</p> <p>Recommend books they have read to their peers, giving reasons.</p> <p>Discuss and comment on themes and conventions in a variety of genres.</p> <p>Read and recite age-appropriate poetry which has been learned by heart.</p> <p>Discuss their understanding of the meaning of words in context, finding other words which are similar.</p>

Discuss and evaluate how authors use language, including figurative language (e.g. simile, imagery) and its effect on the reader.

Readily ask questions to enhance understanding.

Make comparisons within and across texts e.g. compare two ghost stories.

Distinguish fact from opinion with some success.

Retrieve, record and present information from non-fiction texts.

Summarise main ideas from more than one paragraph, identifying key details which support these.

Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously.

Explain what they know or have read, including through formal presentation and debates, using notes where necessary.

Draw inferences and justify these with evidence from the text e.g. explain how a character's feelings changed and how they know this; make predictions.

Provide straightforward explanations for the purpose of the language, structure and presentation of texts e.g. bullet points; how a letter is set out; introductory paragraphs.