

READING: Implementation and Progression Overview Counts in Year 5/6 Cycle A



A	B	C	D	E	F
Reading Curriculum & Curriculum					
Science: Space	Reading Breadth: Modern Fiction & Poetry – Wider Range	History: Victorians	Reading Breadth: Myths and Legends, Plays & Poetry – Wider Range	Geography: North & South America / World	Reading Breadth: Other Cultures and Traditions & Poetry – Wider Range
Word Reading					
•Apply 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					
Comprehension					
<p>Building on Previous Year and throughout Year 5 focus on:</p> <ul style="list-style-type: none"> •Read and discuss a range of fiction, poetry, plays, non-fiction and reference books •Recommend books that they have read to their peers, giving simple reasons for their choices <ul style="list-style-type: none"> •Learn a wider range of age appropriate poetry by heart <p>•With occasional prompting, draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>					
<p>Build on Previous Year & Focus on:</p> <ul style="list-style-type: none"> •Read books that are structured in different ways and read for a range of purposes •Make comparisons within and across books e.g. plot, genre and theme •Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context •Predict what might happen from details stated and implied •Identify how language, structure and presentation contribute to meaning •Retrieve, record and present some information from fiction and non-fiction •Distinguishing between statements of fact and opinion 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> •Increase their familiarity with a wide range of books, including modern fiction •Make comparisons within and across books e.g. plot, genre and theme •Predict what might happen from details stated and implied •Participate in discussions about books that are read to them and those they can read for themselves •Ask questions to improve their understanding •Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> •Make comparisons within and across books e.g. plot, genre and theme •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 some views •With support, locate relevant information in a text, summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas •Identify how language, structure and presentation contribute to meaning •With occasional prompting, draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> •Increase their familiarity with a wide range of books, including myths and legends •Identify and discuss themes and conventions in and across a wide range of writing •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 some views •With occasional prompting, draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence •Provide reasoned justifications for their views •Prepare plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> •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 •Identify and discuss themes and conventions in and across a wide range of writing •Identify how language, structure and presentation contribute to meaning •Identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author’s language to create mood and build tension and the impact on the reader •Provide reasoned justifications for their views 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> •Increase their familiarity with a wide range of books, including books from other cultures and traditions •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 •Identify and discuss themes and conventions in and across a wide range of writing •Identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author’s language to create mood and build tension and the impact on the reader •Provide reasoned justifications for their views •Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Skills and Strategies

Building on Previous year and throughout Year 5 Focus on:

- Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context
 - Read extended texts independently for sustained periods
 - Self-correction, including re-reading and reading ahead
- Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, text organisation and prior knowledge of context
 - Reading widely and frequently for pleasure and information

Build on Previous Year & Focus on:

- Recognise *many* Year 5&6 Word List words with automaticity
- Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences
- Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning
- Connecting prior knowledge and textual information to make inferences and predictions
- Scan to find specific details using graphic and textual organisers, *e.g. sub-headings, diagrams etc*
- Use information on-screen and on paper

Build on Previous Term & Focus on:

- Recognise and read *many* Year 5&6 Word List words with automaticity
- Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences
- Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning
- Connecting prior knowledge and textual information to make inferences and predictions
- Read closely, annotating for specific purposes

Build on Previous Term & Focus on:

- Recognise and read *most* Year 5&6 Word List words with automaticity
- Use a range of strategies for skimming, *e.g. finding key words or phrases, gist, main ideas, themes*
- Identify features of texts, *e.g. introduction to topic, sequence, illustrations, formality through language choices*
- Finding the main idea of a text
- Use information on-screen and on paper
- Read closely, annotating for specific purposes

Build on Previous Term & Focus on:

- Recognise and read *most* Year 5&6 Word List words with automaticity
- Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences
- Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning
- Read closely, annotating for specific purposes
- Use a range of strategies for skimming, *e.g. finding key words or phrases, gist, main ideas, themes*

Build on Previous Term & Focus on:

- Recognise and read *all* Year 5&6 Word List words with automaticity
- Identify features of texts, *e.g. introduction to topic, sequence, illustrations, degree of formality*
- Use information on-screen and on paper
- Read closely, annotating for specific purposes
- Use a range of strategies for skimming, *e.g. finding key words or phrases, gist, main ideas, themes*

Build on Previous Term & Focus on:

- Recognise and read *all* Year 5&6 Word List words with automaticity
- Read closely, annotating for specific purposes
- Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences
- Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning

Content Domains*

*Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment.

2a give / explain the meaning of words in context

2b retrieve and record information / identify key details from fiction and non-fiction

2d make inferences from the text / explain and justify inferences with evidence from the text

2e predict what might happen from details stated and implied
2h make comparisons within the text
2f identify / explain how information / narrative content is related and contributes to meaning as a whole

Build on Previous Term & Focus on:

2e predict what might happen from details stated and implied
2h make comparisons within the text

Build on Previous Term & Focus on:

2f identify / explain how information / narrative content is related and contributes to meaning as a whole
2c summarise main ideas from more than one paragraph
2h make comparisons within the text
2d make inferences from the text / explain and justify inferences with evidence from the text

Build on Previous Term & Focus on:

2d make inferences from the text / explain and justify inferences with evidence from the text
2h make comparisons within the text

Build on Previous Term & Focus on:

2f identify / explain how information / narrative content is related and contributes to meaning as a whole
2h make comparisons within the text
2g identify / explain how meaning is enhanced through choice of words and phrases

Build on Previous Term & Focus on:

2h make comparisons within the text
2g identify / explain how meaning is enhanced through choice of words and phrases

Reading Terminology for Pupils

Building on Previous Year and throughout Year 5 focus on:

figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style, effect, compare