

Herne Junior School's Reading Curriculum Progression

Year 5			
Reading Word (Decoding)			
Skills Phonics and decoding	<u>Objective</u> To apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.	<u>What you will see in the classroom.</u> • Daily individual reading for those who need it (Daily reader card in the reading folder) • Interventions – Lexia , Rapid Reading for those who are significantly below their chronological age for reading (Identified as red watch children) • Links to spelling • Individual reading and check ins of books through adults and volunteers	
Common exception words	To read Y5/6 common exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.		
Fluency	At this stage the teaching of comprehension skills in WCR sessions will take precedence over teaching word reading and fluency specifically. Focus on word reading will support the development of vocabulary in the vocabulary sessions.		
Reading Comprehension			
Understanding and becoming familiar with text.	<u>Objective</u> Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Asking questions to improve their understanding. Provide reasoned justifications for their view. Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes. Making comparisons within and across book. Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Identifying and discussing themes and conventions in and across a wide range of writing.	<u>What you will see in the classroom.</u> • Daily individual reading for some (Daily reading card in the reading folder) • Class reader – discussion and summarising • Vocabulary (Word of the day) – pre read activity • Whole class reading – linked to class text minimum of twice Weekly • Performance poem learnt by heart and performed • Poetry and other writing in English lessons performed to an audience – Performance grid completed • Quality fiction and non- fiction text used in other curriculum areas for research and information gathering	
	Non- Fiction		Distinguish between statements of fact and opinion Retrieve, record and present information from nonfiction.
	Poetry and Performance		Learning a wider range of poetry by heart preparing poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

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VIPERS	
Vocabulary 	Explore the meaning of words in a given context within fiction and non-fiction e.g. 'flexible' means rubber is a bendy material. Evaluate how authors use language to impact the reader e.g. use of repetition for effect; the author's used the metaphor 'his face was a grey cloud,' which helps you to imagine his sadness. Use age-appropriate dictionaries and thesauri to check the meanings of words.
Inference 	Draw inferences from within the text about themes and characters' and authors' viewpoints e.g. Tom is scared to move because he doesn't pack; he leaves his favourite toy behind on purpose and he's always nervous. Justify inferences and views with a variety of references from across the text.
Predictions 	Predict what may happen based on their understanding of the content and the themes within the text e.g. I think Macbeth will die because: he's a murderer / the witches suggest it.
Explanation 	Identify an author's treatment of the same theme across one or several of their books/poems e.g. Michael Morpurgo's treatment of WWII Explain their thinking through making reference to key details e.g. quoting from the text. I know this because it says on p24 '...' Identify the structural conventions of non-fiction in relation to the text type. Identify how the structure and presentation of texts contributes to the meaning e.g. graphic novels; stories told from two viewpoints; the order and presentation of points in an argument. Distinguish between fact and opinion.
Retrieval 	Use skimming and scanning to locate information efficiently across a range of sources.
Summarise 	Summarise ideas, events and information from the text as a whole e.g. the author's viewpoint about a particular issue. Make notes from several sources to gather information. Explore and use their own techniques to make notes. Refine notes by disregarding irrelevant information e.g. when researching penguins in Antarctica, disregarding information about polar expeditions to Antarctica.
Whole Class Reading Text	Cosmic – Frank Cottrell- Boyce Swimming Against the Storm – Jess Butterworth Girl of Ink and Stars – Kiran Millwood Hargrave