

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> <ul style="list-style-type: none"> Daily individual reading for those who need it. (Daily reader card in the reading folder) Lowest 20% of readers on the progress chart. Interventions – Teach a monster, Lexia, CAP, Rapid Reading For those who are significantly below their chronological age for reading (Identified as red watch children) lowest 20%- Links to spelling in reading lessons and English lessons. Topical Resources- Look, Cover, Spell. Demonstration of reading fluency skills in Shared reading – English Lessons. – WAGOLL, Quality text, teacher modelled text. Reading displays in all classrooms to motivate children to read.
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. To focus on word reading which will support the development of vocabulary in the vocabulary sessions. To know securely the different pronunciations of words with the same letter-string eg: bought, rough, cough, though, plough. To use appropriate intonation, tone and volume when reciting or reading aloud to an audience with an intention to make the meaning clear.	






Reading Comprehension



Understanding and becoming familiar with text.	<u>Objective</u> To discuss their understanding of the meaning of words in context – finding other words which are similar. To provide straightforward explanations for the purpose of the language, structure and presentation of texts eg: use of bullet points; how a letter is set out. To discuss and evaluate how authors use language, including figurative language – and its effect on the reader. To ask questions to improve their understanding. To draw inferences and justify these with evidence from the text eg: explain how a character's feelings changed and how they know this. To make credible and insightful predictions. To provide reasoned justifications for their view To continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To read books that are structured in different ways and reading for a range of purposes. To make comparisons within and across texts eg: compare two ghost stories. To distinguish fact from opinion with some accuracy and awareness of ambiguity. To summarise main ideas from more than one paragraph – identifying key details which support the main idea.	<u>What you will see in the classroom.</u> <ul style="list-style-type: none"> Daily individual reading for some (Daily reading card in the reading folder.) lowest 20%- Class reader (reading for pleasure) – discussion and summarising. Using a range of quality text. Vocabulary (Word of the day) – pre read activity - incorporated into morning work regular review of vocabulary from the WCR text. Whole class reading – linked to class text minimum of twice weekly. Differentiated activities. Performance poem learnt by heart and performed. Poetry and other writing in English lessons performed to an audience – Performance grid completed.
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Herne Junior School's Reading Curriculum Progression

	To increase 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. To identify and discuss themes and conventions in and across a wide range of writing.	<ul style="list-style-type: none"> Quality fiction and non-fiction text used in other curriculum areas for research and information gathering. Reading displays in all classrooms. Display to show the frequency of home reading displayed in class.
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.	

VIPERS

	<p>Vocabulary</p> <p>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.</p>
	<p>Inference</p> <p>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.</p>
	<p>Predictions</p> <p>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.</p>
	<p>Explanation</p> <p>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.</p>
	<p>Retrieval</p> <p>Use skimming and scanning to locate information efficiently across a range of sources.</p>

	
<p>Summarise</p> 	<p>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.</p>
<p>Whole Class Reading Text</p>	<p>Cosmic – Frank Cottrell- Boyce Swimming Against the Storm – Jess Butterworth Girl of Ink and Stars - Kiran Millwood - Hargrave</p>