English
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. ▶ Apply knowledge of prefixes to understand meaning of new words, e.g. *dis-, re-, pre-, mis-, over-*. ▶ 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. ▶ Explore themes within and across texts e.g. *loss, heroism, friendship*. ▶ Make comparisons within a text e.g. characters' viewpoints of same events. ▶ 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. ▶ 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. ▶ Distinguish between statements of fact or opinion within a text. **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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Key Learning in Reading –Year 5 – Word List

Year 5					
apparent	**cemetery**	determined	explanation	interfere	occupy
rhythm	amateur	communicate	develop	familiar	language
occur	**secretary**	ancient	community	**dictionary**	**foreign**
leisure	persuade	shoulder	**available**	**conscience***	environment
forty	lightning	**physical**	soldier	**average**	**convenience**
equip (-ped, -ment)	**government**	muscle	programme	stomach	bargain
curiosity	excellent	**hindrance**	neighbour	queue	**temperature**
bruise	**desperate**	**existence**	individual	**nuisance**	recognise
twelfth	rhyme	**vegetable**			