

Y5 National Curriculum Reading Skills

To maintain positive attitudes to reading and understanding of what they read by:

- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (R3)
- Reading books that are structured in different ways and reading for a range of purposes (S2)
- 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 recommending books that they have read to their peers, giving reasons for their choices (R3)
- Identifying and discussing themes and conventions in and across a wide range of writing (S3)
- Learning a wider range of poetry by heart (S2)
- Making comparisons within and across books (E3)
- Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience (S2)
- Understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context (V1)
- Asking questions to improve their understanding (I1/2)
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied (I1/2)
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas E6: identifying how language, structure and presentation contribute to meaning (S1)
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader E5: distinguish between statements of fact and opinion (V5/I3)
- Retrieve, record and present information from non-fiction (E8)
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' (S3/4)

Vocabulary

- explore the meaning of words in context, confidently using a dictionary
- discuss how the author's choice of language impacts the reader
- evaluate the authors use of language
- investigate alternative word choices that could be made
- begin to look at the use of figurative language
- use a thesaurus to find synonyms for a larger variety of words
- re-write passages using alternative word choices
- read around the word' and
- explore its meaning in the broader context of a section or paragraph.

Inference

- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- make inferences about actions, feelings, events or states
- use figurative language to infer meaning
- give one or two pieces of evidence to support the point they are making.
- begin to draw evidence from more than one place across a text.

Prediction

- predicting what might happen from details stated and implied
- support predictions with relevant evidence from the text.
confirm and modify predictions as they read on.

Explaining

- provide increasingly reasoned justification for my views
- recommend books for peers in detail
- give reasons for authorial choices
- begin to challenge points of view
- begin to distinguish between fact and opinion
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- explain and discuss their understanding of what they have read, including through formal presentations and debates.

Retrieval

- confidently skim and scan and use the skill of reading before and after to retrieve information.
- use evidence from across larger sections of text
- read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts.
- retrieve, record and present information from non-fiction texts.
ask my own questions and follow a line of enquiry.

Summarise

- summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas.
- make connections between information across the text and include this is an answer.
- discuss the themes or conventions from a chapter or text
identify themes across a wide range of writing