

READING : MASTERY in Y5

ESSENTIAL

ADVANCE

MASTER

WORD READING

- Apply phonic knowledge and skills to read unfamiliar words.
 - Apply knowledge of root words, prefixes and suffixes (see National Curriculum, Appendix 1, Y5,6 list) to read aloud (attempting pronunciation) and to understand the meaning of unfamiliar words.
 - Attempt pronunciation of unfamiliar words, drawing on prior knowledge of similar looking words.
- Apply knowledge of morphology and etymology to read and understand words.
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

RETRIEVAL

Finding and understanding facts
Finding and understanding clues

Understand books (and other texts) read independently.

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| <ul style="list-style-type: none"> ○ Check that the book is meaningful and discuss what has been understood. ○ Read and re-reread ahead to check for meaning. ○ Retrieve, record and present information from more than one source of non-fiction eg carrying out research. ○ Make notes from text marking. | <ul style="list-style-type: none"> ○ Distinguish between statements of fact and opinion. ○ Identify significant ideas, events and characters and discuss their significance. ○ Summarise the main ideas drawn from a text (more than one paragraph), identifying key details that support the main ideas. | <ul style="list-style-type: none"> ○ Use meaning-seeking strategies to explore the meaning of idiomatic and figurative language. ○ Use scanning and text marking to find and identify key information. ○ Summarise key information from different texts. |
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INTERPRETATION

Organisation
Context

- **Draw inferences e.g. inferring characters' feelings, thoughts and motives from their actions.**
- **Justify inferences with evidence from the text.**
- **Identify and comment on how language, structure and presentation contribute to the meaning of a text.**

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| <ul style="list-style-type: none"> ○ Make predictions from details stated and implied information. ○ Read books (and other texts) that are structured in different ways. ○ Read non-fiction texts and identify purpose and structures and grammatical features and evaluate how effective they are. | <ul style="list-style-type: none"> ○ Raise queries about texts. ○ Use knowledge of structure of text type to find key information. | <ul style="list-style-type: none"> ○ Ask questions to extend understanding. ○ Infer meaning using evidence from the text, wider reading and personal experience. ○ Empathise with different characters. ○ Know the features of different narrative text types. For example – adventure, fantasy, myths. ○ Know how the way a text is organised supports the purpose of the writing. |
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CHOICE

Writer's choice
Reader's opinions

- **Identify how language, structure and presentation contribute to the meaning of a text**
- **Identify and comment on a writer's use of language for effect eg similes and personification.**
- **Maintain positive attitudes to reading and understanding of what they read.**
- **Participate in discussions about books (and other texts) that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.**
- **Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books.**
- **Read and discuss a range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.**
- **Read for a range of purposes.**

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| <ul style="list-style-type: none"> • Listen to others' ideas and opinions about a text. • Present a personal point of view based on what has been read. • Identify and discuss themes and conventions in and across a wide range of writing. • Compare different versions of texts. • Make comparisons between books. | <ul style="list-style-type: none"> • Identify how language, structure and presentation contribute to the meaning of a text. • Identify formal and informal language. • Explain a personal point of view giving reasons. • Recommend books (and other texts) to peers, giving reasons for their choices. • Make connections between reading and prior knowledge and experience; explain the links. • Explore the meaning of words in context. | <ul style="list-style-type: none"> • Identify and comment on the grammatical features used by writer (rhetorical questions, varied sentence lengths and starters). • Build on others' ideas and opinions about a text in discussion. • Present and explain the author's viewpoint in a text. • Express opinions about a text using evidence from the text giving reasons and explanations. Point, evidence, explain PEE. |
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		<ul style="list-style-type: none"> • Raise queries about texts. • Make connections between reading and prior knowledge and experience; explain the links. 	<ul style="list-style-type: none"> • Identify and explain the effect of the context on a text. For example, historical or geographical. • Adapt own opinion in the light of further reading. • Compare text by the same writer and texts by different writers on the same topic.
Oral retelling and performance	<ul style="list-style-type: none"> • Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action. • Learn poems by heart e.g. narrative verse, sonnet. • Present an oral overview or summary of a text. • 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. <p>EXCEEDING: Prepare poems and plays to read aloud and to perform, using body language, tone, pitch and volume to engage the audience.</p>		
EXCEEDING STATEMENTS	FINDING AND UNDERSTANDING FACTS Use scanning and text marking to find and identify key information. Summarise key information from different texts.	WRITER'S CHOICE: Explain how a writer's use of language and the grammatical features have been used to create effects and impact on the reader. Explain how punctuation marks the grammatical boundaries of sentences and gives meaning. Identify formal and informal language.	
	FINDING AND UNDERSTANDING CLUES: Infer meaning using evidence from the text, wider reading and personal experience. Empathise with different characters points of views.	READER'S OPINIONS: Express opinions about a text, using evidence from the text, giving reasons and explanations. Adapt own opinion in the light of further reading or other's ideas.	
	ORGANISATION: Know the features of different narrative text types. For example-adventure, fantasy, myths. Know how the way a text is organised supports the purpose of the writing.	CONTEXT: Identify formal and informal language. Compare texts by the same writer. Compare texts by different writers on the same topic.	