



English Curriculum: Reading

Year 5

Word Reading

During Years 5, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing.

It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling.

As far as possible, pupils should follow the Year 5 and 6 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.

By the beginning of Year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace.

They should be able to read most words effortlessly and should be able to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly.

Comprehension

Children should be able to prepare readings, developing effective intonation to show their understanding, and should be able to summarise and present a familiar story in their own words.

They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, and then discuss what they have read.

Reading should be sufficiently fluent and relatively effortless across subjects and not just in English, with a need for pupils to learn subject-specific vocabulary.

Decoding	Word Recognition	Comprehension & Understanding	Deducing	Intonation & Expression	Grammatical Features	Research
<p>For those who are struggling to decode - apply phonic knowledge and skills as the route to decode words.</p> <p>Respond with the correct sound to graphemes for all 40+ phonemes, including, alternative sounds for graphemes.</p>	<p>Be able to apply a growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Appendix 1, both to read aloud and to understand the meaning of new</p>	<p>Pupils should maintain positive attitudes to reading and understanding of what they read.</p> <p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and</p>	<p>Check that what they have read makes sense.</p> <p>Discuss their understanding and explore the meaning of words in context.</p> <p>Ask questions to improve their understanding.</p> <p>Draw inferences and justify these with evidence from the text.</p> <p>Predict what might happen from details stated and implied.</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p>	<p>Vary voice for direct or indirect speech.</p> <p>Recognise prepositions in text.</p> <p>Recognise clauses within sentences and identify how they are connected.</p>	<p>Recognise prepositions in text.</p> <p>Recognise clauses within sentences and identify how they are connected.</p> <p>Recognise and unpick complex sentences.</p>	<p>Read books that are structured in different ways and reading for a range of purposes.</p> <p>Retrieve, record and present information from non-fiction. Use more than one source of evidence when carrying out research.</p> <p>Create a set of key notes to help</p>

<p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p>	<p>words that they meet.</p>	<p>books from other cultures traditions.</p> <p>Recommend books that they have read to their peers, giving reasons for their choices.</p> <p>Identify and discuss themes and conventions in and across a range of writing.</p> <p>Learn a wider range of poetry by heart.</p> <p>Prepare poems and plays to read aloud and to perform, developing understanding through use of intonation, tone and volume so that the meaning is clear to an audience.</p>	<p>Identify how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language considering the impact on the reader.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, developing their own and others' ideas and beginning to challenge views courteously.</p> <p>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> <p>Ask questions to improve their understanding of what they have read</p>	<p>Begin to develop an awareness of how pace of reading can add to the excitement.</p> <p>Understand how a set of sentences are organised to create maximum effect.</p>	<p>Identify connectives with multiple purposes.</p> <p>Identify active and passive verbs in reading.</p>	<p>summarise what has been read.</p> <p>Develop use of skimming, scanning and note-taking to identify the key points in a text.</p>
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