

### Programme of Study

#### Reading - word reading

##### **Pupils should be taught 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.

#### Reading – Comprehension

##### **Pupils should be taught 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
- reading books that are structured in different ways and reading for a range of purposes
- 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
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- 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

Understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- 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
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning

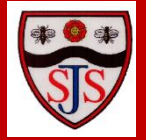
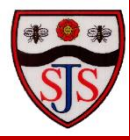
discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

distinguish between statements of fact and opinion

retrieve, record and present information from non-fiction

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, maintaining a focus on the topic and using notes where necessary



### Teaching of Reading

#### **Organisation**

- Whole Class Teaching
- 30 minutes reading session every day
- Texts take no more than 10 minutes –questions written by teaching staff
- Mini Plenaries as required so all children are involved
- Less confident with more confident
- Text choice does not take the teacher more than 10 minutes to read.
- Reading is broken up into small chunks with good questioning aimed at specific pupils
- Regular use of talk partners for oral rehearsal

#### **Guided Group Session**

- Teacher reads the text first modelling fluency, intonation, expression, volume, movement etc.
- Children can follow or read independently or in pairs afterwards
- Avoid children reading aloud the first time through and not on their own initially
- SEND/Identified pupils have work linked to phonics and IEP targets
- Minimise retrieval questions and plan questions linked to Question Analysis
- Discuss appropriate answers to a full range of question types.

### Example Questions

#### **Retrieval and Record**

- Match the description to the object.
- What made the character appear friendly?
- Why is the following statement not true?

#### **Inference and Deduction**

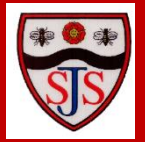
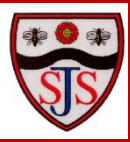
- What evidence is there that the character was stubborn?
- How do we know that the character is an expert?
- How does paragraph 2 suggest that the travellers are lost?

#### **Meaning of words**

- Find and copy 3 words from the text which suggest danger.
- Why has a simile been used to describe ...?

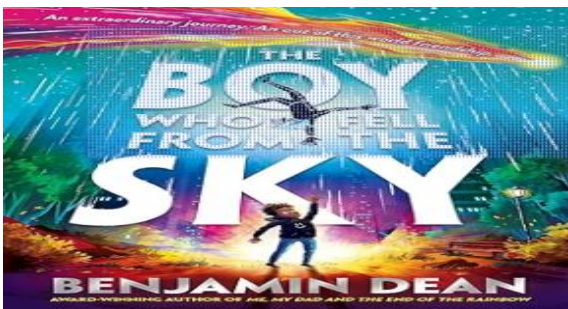
#### **Summary, Prediction and Comparison questions**

- How might the ending have been different if the character had ...?
- How is the setting similar in both texts?
- How does the character's attitude change as the story progresses?

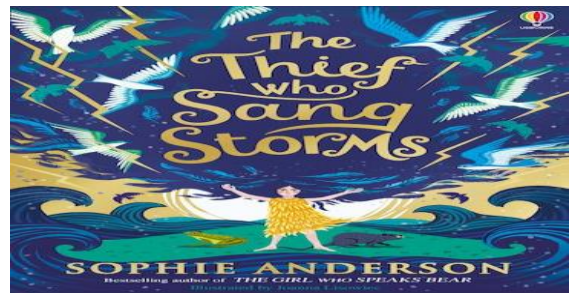


**A Range of Recommended Books for Year 5**

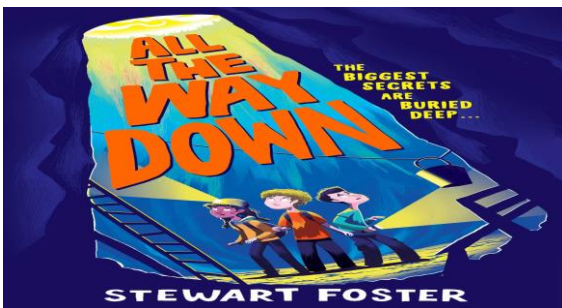
**The Boy Who Fell From the Sky**  
by Benjamin Dean



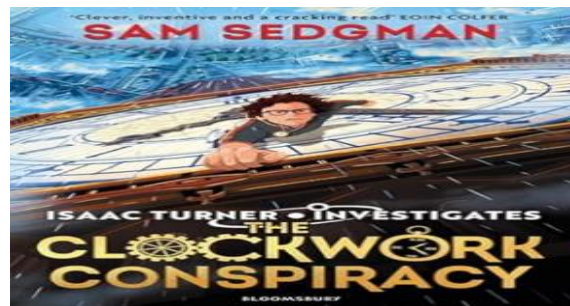
**The Thief Who Sang Storms**  
by Sophie Anderson



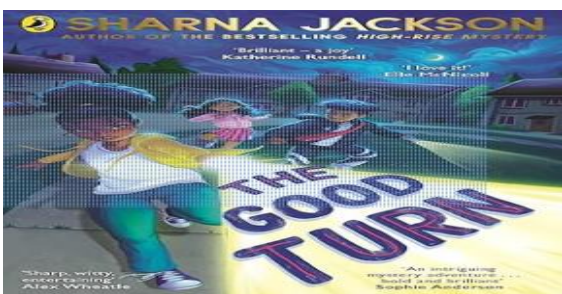
**All the Way Down**  
by Stewart Foster



**The Clockwork Conspiracy**  
by Sam Sedgman



**The Good Turn**  
by Sharna Jackson



**Which Way to Anywhere**  
by Cressida Cowell

