

Word Reading	Positive Attitudes and Pleasure in Reading	Accuracy, Fluency and Understanding	Discussion, Retrieval and Analysis
<p>W1. At this stage, teaching comprehension skills should be taking precedence over teaching word reading. Any focus on word reading should support the development of vocabulary.</p> <p>W2. To read at least half of the Y5/6 words from the statutory spelling list. (Y5 list, moving to Y6 when ready)</p> <p>W3. <u>To apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words. (See English appendix 1)</u> (over-, -ant, -ance, -ancy, -ent, -ence, -ency, -ible, -able, -ibly, -ably, -cious, -tious, -tial, -cial.)</p> <p>W4. To maintain fluency and accuracy when reading books which are at an appropriate age and interest.</p> <p>W5. To read and respond to more sophisticated punctuation and maintain fluency and accuracy when reading complex and subordinate clauses.</p>	<p>P1. <u>To maintain positive attitudes to reading and an understanding of what they read.</u></p> <p>P2. <u>To continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</u> at an appropriate level for the year group.</p> <p>P3. <u>To read books that are structured in different ways and read for a range of purposes.</u></p> <p>P4. <u>To increase 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.</u></p> <p>P5. <u>To recommend books that they have read to their peers, giving reasons for their choices (verbal and written).</u></p> <p>P6. To discuss and write about complex narrative plots.</p> <p>P7. <u>To identify and discuss themes and conventions in and across a wide range of writing.</u></p> <p>P8. <u>To make comparisons within and across books.</u></p> <p>P9. <u>To learn a wider range of poetry by heart.</u></p> <p>P10. <u>To prepare poems and plays to read aloud and to perform, showing understanding through</u></p>	<p>F1. <u>To understand what they read.</u></p> <p>F2. <u>To identify how language, structure and presentation contribute to meaning</u> using texts at an appropriate level for the year group.</p> <p>F3. <u>To check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</u> (Through discussion, use of reading journals).</p> <p>F4. <u>To summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.</u></p> <p>F5. To understand what I read by <u>drawing inferences such as inferring characters' feelings, thoughts & motives from my actions, and justifying inferences with evidence</u> both verbally and in written form.</p> <p>F6. <u>To make predictions based on details stated and implied</u>, justifying them in detail with evidence from the text.</p> <p>F7. To predict what might happen from details stated and implied both verbally and in written form.</p> <p>F8. <u>To ask questions to improve their understanding.</u></p>	<p>D1. <u>To 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.</u></p> <p>D2. <u>To provide reasoned justifications for my</u> opinions and elaborate by referring to the text using point, evidence and explanation both verbally and in written form.</p> <p>D3. <u>To 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.</u></p> <p>D4. To discuss and <u>record</u> what I have read, including through formal <u>presentations and debates</u>, maintaining a focus on the topic and using notes where necessary. (<u>Non-fiction</u>).</p> <p>D5. <u>To accurately retrieve information</u> using contents pages and indexes, summarizing and <u>recording information</u> found in <u>non-fiction texts</u>.</p> <p>D6. To locate clues to support understanding through close reading of the text and by reading ahead.</p>

	<p><u>intonation, tone and volume so that the meaning is clear to an audience.</u></p> <p>P11. To use a dictionary confidently to explore the meaning of words.</p> <p>P12. To begin to explain the meaning of higher level vocabulary within the context of the text both verbally and in written form.</p>		<p>D7. <u>To distinguish between statements of fact and opinion.</u></p> <p>D8. <u>To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</u> verbally and in written form.</p> <p>D9. To explore, recognise and use the terms metaphor, simile, imagery both verbally and in written form.</p> <p>D10. To talk and write about the authors techniques for describing characters, settings & actions.</p>
Sentence Stems		Vocabulary	
<p>In my opinion...</p> <p>I have two main reasons for...</p> <p>In some ways...</p> <p>Another feature...</p> <p>However, they also differ...</p> <p>Perhaps some people would argue...</p> <p>Furthermore, they...</p> <p>It is clear that...</p> <p>I deduce that...</p> <p>In conclusion...</p> <p>Perhaps the reason...</p> <p>Therefore, in my opinion...</p>		<p>Classic, figurative language, imagery, climax, theme, personification, humorous, free verse, rap, couplets</p> <p>modal verb, relative pronoun, relative clause parenthesis, bracket, dash, cohesion, ambiguity.</p>	