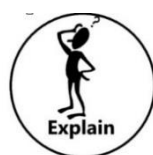


FULL PROGRAMME OF STUDY- Y5 READING



Reading – Year 5	AUT	SPR	SUM
Read words accurately			
1. Apply knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet (testing out different pronunciations)			
2. Encouraged to work out any unfamiliar words by focusing on all of the letters in a word			
3. Read age-appropriate books with confidence and fluency (including whole novels) (e.g. reading at a speed of at least 130 words per minute)			
4. Read aloud with intonation that shows understanding			
Maintain positive attitudes towards reading			
5. Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books			
6. Read books that are structured in different ways and read for a range of purposes			
7. Increase their familiarity with a wide range of books, including myths, legend, traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions			
8. Recommend books that they have read to their peers, giving reasons for their choices			
9. Develop the ability to identify and discuss themes and conventions in and across a wide range of writing			
10. Make comparisons within and across books			
11. Learn a range of poetry by heart			
12. Prepare poems and plays to read aloud and to perform, showing an understanding through the use of some intonation, tone and volume, in order to make the meaning clear to an audience			
Comprehension (including making inferences and language effect)			
13. Discuss their understanding of words from the context (2a)			
14. Give/explain the meaning of words from the context (2a)			
15. Identify key details from fiction and non-fiction (2b)			
16. Retrieve and record information from non-fiction and fiction texts (2b)			
17. Begin to be able to summarise the main ideas drawn from more than one paragraph, identifying some key details that support the main ideas and using quotations for illustration (2c)			
18. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (2d)			
19. Distinguish between statements of fact and opinion (2d)			
20. Make inferences and justify these inferences with evidence from the text (2d)			
21. Begin to make predictions about what might happen from details stated and implied (2e)			
22. Identify and explain how information/narrative content is related and contributes to meaning as a whole (2f)			
23. Identify and explain how meaning is enhanced through choice of words and phrases and the impact of these language choices on the reader (2g)			



FULL PROGRAMME OF STUDY- Y5 READING



24. Identify and explain how meaning is enhanced through structure and presentation (2g)			
25. Make comparisons within and across the text (2h)			
26. Ask and answer questions about a text to improve their understanding			
27. 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			
28. Explain and discuss their understanding of what they have read, drawing inferences and increasingly justifying these with evidence, through formal presentations and debates, maintaining a focus on the topic and using notes where necessary			
29. Provide some reasoned justifications for their views			
30. Use a dictionary to check the meaning of unfamiliar words			

Assessable elements (2a – 2h content domain from KS2 test)