Kelvin Grove Primary School

Year 5 Reading Curriculum

Pupils should be taught to develop positive attitudes to reading, and an understanding of what they read, by:

- listening to and discussing a 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
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]

Word Reading

- Read aloud and understand the meaning of new words met, applying growing knowledge of morphology and etymology across a wide range of texts (appendix 1 National Curriculum)

Comprehension
(of books they read and those that are read to them)
Clarifying words, questioning, summarising

Develop an active attitude towards reading: seeking answers, anticipating events, empathising with characters and imagining events that are described
Continuing to listen to, read and discuss an increasingly wide range of fiction, poetry, books from our own and other cultures and traditions, non-fiction and reference books.   *Reading books that are structured in different ways and reading for a range of purposes.*   *Identifying with, and exploring characters, using a range of drama techniques (e.g. role play, role on the wall etc)*   *Drawing on what they already know or on background information and vocabulary provided by the teacher.*   *Making connections (with experiences/other texts/elsewhere in the same text) in order to refine thoughts/responses e.g* *"Roz and the other animals don't understand each other at*

Identify aspects of a text that they are not clear about and ask questions to clarify their understanding by:

Checking the text makes sense to them, discussing their understanding and asking questions.

Identifying aspects of a text they are not clear about: seeking answers, anticipating events, empathising with characters and imagining events that are described.

Using tentative language to speculate on possibilities raised by the text to aid speculative thinking and deepen understanding when considering a line of enquiry – maybe/might/could, I wonder if, Do you think?

Challenging specific points of view when responding to a discussion.

Beginning to ask and answer a range of open questions to explore a range of possibilities when trying to understand a text.

Annotating a text to identify key information or identifying elements they don't understand or what to revisit or explore further.

Clarify the meanings of unfamiliar words using a range of strategies by:

Identifying when they do not understand the vocabulary used in a text and the need to clarify meaning.

Discussing and clarifying meanings of words, linking new meanings to known vocabulary

Giving increasingly precise explanations of word meanings that fit with the context they are reading.

Checking the plausibility and accuracy of their explanation or inference of the word meaning.

Identifying and discussing unknown technical or subject specific vocabulary with increasing independence

Continuing to use dictionaries to check the meanings of words that they have read by using alphabetical order, understanding abbreviations, determining which definition is the most relevant to the context.

Retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information by:
Finding information effectively by skimming and scanning, and beginning to make annotations where appropriate.
Retrieving information, referring to more than one place in the text.
Establish what is known about characters, events and ideas in a narrative and non-fiction texts, retrieving details and examples from the text to back up their understanding.
Using the navigational features of a range of texts and beginning to make choices about which would be most useful for retrieving the information required.
Identifying facts and opinions/viewpoints/beliefs within a text.
Using different formats to capture, record and explain information about what they have read e.g. flow charts, for and against columns, other cherts of significance.
Recognising retrieval questions and know the information will be explicitly stated but may not use the language of the question stem.

Identify the main ideas in paragraphs and summarise, including most of the main ideas in a series of sentences using their own words and key vocabulary from the text
Identifying the key details which support the 'gist' of a text.
Making regular, brief summaries of what they've read, modifying their ideas as they read the next part of the text.
Summarising a complete short text or a substantial section of a text.
Summarising what is known about a character, event or topic, explain any inferences and opinions by references to the text.
Presenting summary of a text in different ways e.g. orally, individual or group written outcomes.

Draw inferences and justify these in detail using evidence from the text by:
Empathising with characters within a book, considering actions, motivations, complexities and interactions with other characters.
Understanding what is implied about characters and make judgements about their motivations and attitudes from the dialogue and descriptions.
Recognising that characters may have different perspectives in the story of the same event, consider the context of each and explain why perspectives differ.

Considering ways in which different settings influence the reader and/or characters in the text e.g. in the picture book Watercress, the young feels ashamed and embarrassed to be in a ditch by a roadside picking watercress, whereas her mother sees it as nostalgic 'heavy with memories' and ' a longing for China' and convenient. As a reader, a pupil is likely to identity with the feelings of the child.

Making deductions about the motives and feelings that might lay behind a character's words and the impact this has on others/on events. In Watercress, when the mother says "During the great famine we ate everything we could find, but it was still not enough" we can infer from these words and the two images that the her brother has died and that her motivation for telling this story is to explain the weight of meaning behind pulling up on the roadside to pick watercress.

Forming conclusions inferred from evidence in the text e.g. Torak and Renn learn to trust each other and you see them become friends. They started out as sort of enemies because she was in the group when he was captured but their journey showed them they needed each other to survive.

Justifying their opinions, sometimes referring to more than one place in the text e.g. Renn only helps him when they first meet because it could help her clan. Then they find they have to work together to escape the bear. By the end, Torak will risk getting the last bit of the Nanuak to save his friend Ryan.

Make predictions from details stated and implied information by:

Making regular and increasingly plausible predictions as they read, modifying their ideas as they read.

Exploring the likelihood of a prediction being correct.

Beginning to adapt predictions in the light of new information, comparing what was expected to what was read.

Predicting how characters might behave, taking into account considerations such as motivations so far, atmosphere, relationships, settings, level of risk.

Identify language the writer has chosen for impact and discuss and evaluate the impact on them as a reader by:

Discussing words which capture the reader's interest and imagination

Describing and evaluating the use of particular words or phrases, and their effect on the reader

Discussing language choices in the text that provides clues to the author's intent

Discussing the meaning of figurative words and phrases

Exploring the effect of imagery sustained within a paragraph

Beginning to discuss how writer's create shades of meaning

Exploring synonyms and idiomatic language (often seemingy simple words and phrases working together for a particular reason 'he pricked his ears')

Exploring how the conventions of different types of writing (e.g. language features of specific genres and cohesive devices) are used to support the author's aims

Discussing the impact of authorial choices on the reader

Recognise and discuss themes and conventions and begin to understand that these can present the author's viewpoint in a text:

Discussing the sequence of events in both linear and non-linear texts and how the different elements relate to one another within a text e.g. In Clockwork there are two stories happening at the same time, but they collide when Dr Kalmenius walks into the tavern.

Comparing the structure of different stories to discover how they differ in pace, build up, sequence, dilemma and resolution.

Identifying and discussing themes understanding family dynamics, courage over adversity, justice, perseverance, and conventions in a wide range of texts including narrative and non-fiction, poetry.

Identifying how ideas and themes are explored and developed over a text e.g. how a story opening can link to its ending or how characters change over a narrative.

Recognising that a text may have multiple themes.

Making comparisons within and across books e.g. characters, settings, themes, layout, structure

When discussing themes, presenting spoken arguments, making use of discursive techniques, such as: sequencing points logically, defending views with evidence and making use of persuasive language.

Evaluating a book or a section of it, referring to details and examples in a text to back up their judgement and support their reasoning.