Year 5 Autumn

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| **Book Talk – Understanding and Discussing** | **Word Meanings/Vocabulary** | **Authorial Intent** |
| * Identify language, structural and presentational features in texts and explain how they contribute to meaning
* Retrieve, record and present information from non-fiction texts independently and creatively
* Discuss texts, expressing and justifying opinions, building ideas and challenging others’ views
* Draw inferences such as inferring characters feelings thoughts and motives from their actions and justifying these with evidence
* Make inferences about actions, feelings, events or states
* Give one or two pieces of evidence to support the point they are making
* Predict what might happen from details stated and implied
* Confidently skim and scan and also use the skill of reading before and after to retrieve information
* Provide straight-forward explanations for the purpose of language, structure and presentation of texts
* Recommend books to others, giving detailed reasons
* Participate confidently in discussion about books, expressing and justifying opinions, building on ideas and challenging others’ views
* Discuss the themes or conventions from a text
* Deepen understanding by linking text-based discussions to the wider world of personal, national and international events, at to the wider curriculum
 | * Determine the meaning of new words by applying morphological and etymological knowledge of root words and prefixes and suffixes (affixes)
* Explore the meaning of words in context using a dictionary or thesaurus, where appropriate
* Investigate alternative word choices that could be made (including synonyms and antonyms)
* Know securely the different pronunciations of words with the same letter string (bought, rough, plough)
* Discuss their understanding of the meaning of words in context, finding other words which are similar
* Read around the word and explore its meaning in the broader context of a section or paragraph
 | * Identify how language, structure and presentation contribute to meaning
* Discuss and evaluate how authors use language
 |
| **Fluency** | **Poetry and Performing/Oracy** | **Range of Reading/Familiarity of Texts** |
| * Use punctuation to determine intonation and expression when reading aloud
* Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, making the meaning clear by how they present the text
* Can read aloud a wide range of texts at a reasonable speaking pace
* Can confidently break up words with no detriment to fluency
 | * Perform poems with confidence to a range of audiences
* Show an understanding of poems by using appropriate intonation, tone, volume or actions when performing
* Read and recite age-appropriate and more challenging poetry that has been learned by heart
 | * Be familiar with a range of text types
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Year 5 Spring

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| **Book Talk – Understanding and Discussing** | **Word Meanings/Vocabulary** | **Authorial Intent** |
| * Identify language, structural and presentational features in texts and explain how they contribute to meaning
* Retrieve, record and present information from non-fiction texts independently and creatively
* Discuss texts, expressing and justifying opinions, building ideas and challenging others’ views
* Draw inferences such as inferring characters feelings thoughts and motives from their actions and justifying these with evidence
* Make inferences about actions, feelings, events or states
* Give one or two pieces of evidence to support the point they are making
* Predict what might happen from details stated and implied
* Confidently skim and scan and also use the skill of reading before and after to retrieve information
* Provide straight-forward explanations for the purpose of language, structure and presentation of texts
* Recommend books to others, giving detailed reasons
* Participate confidently in discussion about books, expressing and justifying opinions, building on ideas and challenging others’ views
* Discuss the themes or conventions from a text
* Deepen understanding by linking text-based discussions to the wider world of personal, national and international events, at to the wider curriculum
* Support predictions with relevant evidence from the text
* Distinguish fact from opinion, with some accuracy and awareness of ambiguity
* Readily ask pertinent questions to enhance understanding
* Summarise the main ideas, drawn from more than one paragraph, identifying key details to support the main ideas
 | * Determine the meaning of new words by applying morphological and etymological knowledge of root words and prefixes and suffixes (affixes)
* Explore the meaning of words in context using a dictionary or thesaurus, where appropriate
* Investigate alternative word choices that could be made (including synonyms and antonyms)
* Know securely the different pronunciations of words with the same letter string (bought, rough, plough)
* Discuss their understanding of the meaning of words in context, finding other words which are similar
* Read around the word and explore its meaning in the broader context of a section or paragraph
 | * Identify how language, structure and presentation contribute to meaning
* Discuss and evaluate how authors use language
* Begin to look at figurative language, considering the impact on the reader
 |
| **Fluency** | **Poetry and Performing/Oracy** | **Range of Reading/Familiarity of Texts** |
| * Use punctuation to determine intonation and expression when reading aloud
* Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, making the meaning clear by how they present the text
* Can read aloud a wide range of texts at a reasonable speaking pace
* Can confidently break up words with no detriment to fluency
* Reads with accuracy, automaticity and prosody
* Fluently and automatically read a range of age-appropriate texts
* Read most common exception words effortlessly
 | * Perform poems with confidence to a range of audiences
* Show an understanding of poems by using appropriate intonation, tone, volume or actions when performing
* Read and recite age-appropriate and more challenging poetry that has been learned by heart
 | * Be familiar with a range of text types
* Read a growing repertoire of texts
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Year 5 Summer

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| **Book Talk – Understanding and Discussing** | **Word Meanings/Vocabulary** | **Authorial Intent** |
| * Identify language, structural and presentational features in texts and explain how they contribute to meaning
* Summarise the main ideas, drawn from more than one paragraph, identifying key details to support the main ideas
* Retrieve, record and present information from non-fiction texts independently and creatively
* Discuss texts, expressing and justifying opinions, building ideas and challenging others’ views
* Draw inferences such as inferring characters feelings thoughts and motives from their actions and justifying these with evidence
* Make inferences about actions, feelings, events or states
* Give one or two pieces of evidence to support the point they are making
* Predict what might happen from details stated and implied
* Support predictions with relevant evidence from the text
* Confidently skim and scan and also use the skill of reading before and after to retrieve information
* Provide straight-forward explanations for the purpose of language, structure and presentation of texts
* Distinguish fact from opinion, with some accuracy and awareness of ambiguity
* Recommend books to others, giving detailed reasons
* Readily ask pertinent questions to enhance understanding
* Participate confidently in discussion about books, expressing and justifying opinions, building on ideas and challenging others’ views
* Discuss the themes or conventions from a text
* Deepen understanding by linking text-based discussions to the wider world of personal, national and international events, at to the wider curriculum
* Begin to draw evidence from more than one place in a text
* Make connections between information across the text and include this in an answer
* Make comparisons within and across texts
* Confirm and modify predictions as they read on
 | * Determine the meaning of new words by applying morphological and etymological knowledge of root words and prefixes and suffixes (affixes)
* Explore the meaning of words in context using a dictionary or thesaurus, where appropriate
* Investigate alternative word choices that could be made (including synonyms and antonyms)
* Know securely the different pronunciations of words with the same letter string (bought, rough, plough)
* Discuss their understanding of the meaning of words in context, finding other words which are similar
* Read around the word and explore its meaning in the broader context of a section or paragraph
 | * Identify how language, structure and presentation contribute to meaning
* Discuss and evaluate how authors use language
* Begin to look at figurative language, considering the impact on the reader
 |
| **Fluency** | **Poetry and Performing/Oracy** | **Range of Reading/Familiarity of Texts** |
| * Use punctuation to determine intonation and expression when reading aloud
* Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, making the meaning clear by how they present the text
* Fluently and automatically read a range of age-appropriate texts
* Can read aloud a wide range of texts at a reasonable speaking pace
* Can confidently break up words with no detriment to fluency
* Reads with accuracy, automaticity and prosody
* Read most common exception words effortlessly
 | * Perform poems with confidence to a range of audiences
* Show an understanding of poems by using appropriate intonation, tone, volume or actions when performing
* Read and recite age-appropriate and more challenging poetry that has been learned by heart
* Explain what they know or have read, including through formal presentations and debates
 | * Read a growing repertoire of texts
* Be familiar with a range of text types
* Discuss and comment on themes and conventions in a range of genre
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