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 | |

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 | |

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 | |