



Year 5/6 Reading Progression

<p>Year 5/6 National Curriculum Statements – Reading – word reading</p>	<p>Reading - word reading Pupils should be taught to:</p> <ul style="list-style-type: none">• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet.
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Year 5/6 National Curriculum Statements –
Reading Comprehension

Maintain positive attitudes to reading and understanding of what they read by:

R: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

S: reading books that are structured in different ways and reading for a range of purposes

R: increasing their 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 recommending books that they have read to their peers, giving reasons for their choices

S: identifying and discussing themes and conventions in and across a wide range of writing

S: learning a wider range of poetry by heart

E: making comparisons within and across books

S: preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Understand what they read by:

V: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

I: asking questions to improve their understanding

I: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied

S: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

E: identifying how language, structure and presentation contribute to meaning

V/I: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

E: distinguish between statements of fact and opinion

E: retrieve, record and present information from non-fiction

S: 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

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

provide reasoned justifications for their views

Activities to support reading	<ul style="list-style-type: none">• Transcribe the children’s oral responses into written ones and model structures for answering question. Ensure that a full answer is modelled to the children (3 marks Qs)• Always ask the children to justify their responses to questions – How do you know?• Ask children to keep a running response in their reading journal.• Create comparison grids for different fiction and non-fiction texts• Create semantic grids of texts to help to categorise key information• Write information gained from the text into a different context• Change part of the text from fiction to non-fiction and vice-versa.• Fully develop skimming and scanning techniques – faster finger first – to find particular parts of the text• Relate the text type back to the writing the children have completed• Model how to construct a summary of a text• Jump in – Encourage children to continue the story to the end of the punctuation in a known story• Choral response – Encourage children to read as a group or popcorn ideas to questions asking for deeper responses after the initial response• MTYT – Allow children to discuss in partners or read together• Ask children to become Reading Detectives and search for clues within text• Create Venn diagrams to demonstrate similarities and differences between plots, characters, settings etc.
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	Skills	Question stems
Year 5/6 Vocabulary	<ul style="list-style-type: none"> • explore the meaning of words in context, confidently using a dictionary • re-write passages using alternative word choices • read around the word' and *explore its meaning in the broader context of a section or paragraph. • discuss how the author's choice of language impacts the reader • evaluate the authors use of language • investigate alternative word choices that could be made • use a thesaurus to find synonyms for a larger variety of words • evaluate how the authors' use of language impacts upon the reader • find examples of figurative language and how this impacts the reader and contributes to meaning or mood • discuss how presentation and structure contribute to meaning • and independently explore its meaning in the broader context of a section or paragraph 	<ul style="list-style-type: none"> • Can you quickly find...in the dictionary and thesaurus? • What does this word/phrase/sentence tell you about the character/setting/mood? • By writing..., what effect has the author created? Do you think they intended to? • What other words/phrases could the author have used here? Why? • How has the author made you/this character feel by writing...? Why? • Find and highlight the word which is closest in meaning to ... • Find a word which demonstrates... • Can you rewrite this in the style of the author using your own words? • How have simile and metaphor been used here to enhance the text? • Can you find examples of simile, metaphor, hyperbole or personification in the text? • Why has the text been organised in this way? Would you have done it differently?

<p style="text-align: center;">Year 5/6 Inference</p>	<ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • use figurative language to infer meaning • give one or two pieces of evidence to support the point they are making. • draw evidence from more than one place across a text. • discuss how characters change and develop through texts by drawing inferences based on indirect clues. • infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made 	<ul style="list-style-type: none"> • What do you think... means? Why do you think that? Could it be anything else? • I think....; do you agree? Why/why not? • Why do you think the author? decided to...? • Can you explain why...? Can you give me evidence from somewhere else in the text? • What do these words mean and why do you think that the author chose them? • How does the author make you feel? • What impression do you get from these paragraphs? • How do other people's descriptions of ...show that...? • Where else in the text can we find the answer to this question?
<p style="text-align: center;">Year 5/6 Prediction</p>	<ul style="list-style-type: none"> • predicting what might happen from details stated and implied • support predictions by using relevant evidence from the text • confirm and modify predictions in light of new information 	<ul style="list-style-type: none"> • Can you think of another story with a similar theme? How do their plots differ? • Which stories have openings like this? Do you think that this story will develop the same way? • • Why did the author choose this setting? Will that influence the story?

<p style="text-align: center;">Year 5/6 Explaining</p>	<ul style="list-style-type: none"> • provide increasingly reasoned justification for my views • recommend books for peers in detail • give reasons for authorial choices • begin to challenge points of view • begin to distinguish between fact and opinion • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • explain and discuss their understanding of what they have read, including through formal presentations and debates. • distinguish between fact, opinion and bias explaining how they know this 	<ul style="list-style-type: none"> • What is similar/different about two characters? Did the author intend that? • Explain why... did that. • Describe different characters' reactions to the same event. • Does this story have a moral? • Which is better and why? • How is the text organised and what impact does this have on you as a reader? • Can you identify where the author has shown bias towards a particular character? • Why has the text been written this way? • How can you tell whether it is fact and opinion? • How is this text similar to the writing we have been doing? • How does the author engage the audience? • How does the author make you feel at this point in the story? Why did they do that? • Can you explain it in a different way?
<p style="text-align: center;">Year 5/6 Retrieval</p>	<ul style="list-style-type: none"> • confidently skim and scan, and also use the skill of reading before and after to retrieve information • use evidence from across larger sections of text • use evidence from across whole chapters or texts • read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts • ask my own questions and follow a line of enquiry. • retrieve, record and present information from a wide variety of non-fiction texts 	<ul style="list-style-type: none"> • Find the... in this text. Is it anywhere else? • When/where is this story set? Find evidence in the text. • Find the part of the story that best describes the setting. • What do you think is happening here? Why? • Who is telling this story? • Can you skim/scan quickly to find the answer? • Can you skim the next... and find me the answer to...? • What genre is...? • Can you look at these other texts and find me what is similar and what is different?

<p style="text-align: center;">Year 5/6 Summarise</p>	<ul style="list-style-type: none"> • summarise information from across a text and link information by analysing and evaluating ideas between sections of the text • summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas • make connections between information across the text and include this is an answer • discuss the themes or conventions from a chapter or text • identify themes across a wide range of writing • make comparisons across different books • summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs 	<ul style="list-style-type: none"> • What is the main point in this paragraph? Is it mentioned anywhere else? • Sum up what has happened so far in... words/seconds or less. • Which is the most important point in these paragraphs? Why? • Do any sections/paragraphs deal with the same themes? • Can you find a text with a similar theme? • What is the main point of the text? • Can you look in this paragraph? What does the author mean? Is it mentioned anywhere else? • Can you read the text and summarise what has happened?
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Power of Reading Cycle A	Stormbreaker	Stormbreaker	Suffragette: The Battle for Equality	Dark Sky Park – Poems from the edge of nature Tales from the Caribbean from Trish Cooke	Floodland	Floodland
Power of Reading Cycle B	The London Eye Mystery	Ice trap	Rose Blanche	Rose Blanche	The Adventures of Odysseus	There's a Boy in the Girl's Bathroom
VIPERS	<p>V – explore the meaning of words in context, confidently using a dictionary</p> <p>use a thesaurus to find synonyms for a larger variety of words</p> <p>I – drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying</p>	<p>V – read around the word' and explore its meaning in the broader context of a section or paragraph</p> <p>discuss how the author's choice of language impacts the reader</p> <p>investigate alternative word choices that could be made</p> <p>I – give one or two pieces of evidence to</p>	<p>V – evaluate the authors use of language</p> <p>evaluate how the authors' use of language impacts upon the reader</p> <p>I – draw evidence from more than one place across a text</p> <p>P – confirm and modify predictions in light of new information</p>	<p>V – find examples of figurative language and how this impacts the reader and contributes to meaning or mood</p> <p>I – use figurative language to infer meaning</p> <p>P – predicting what might happen from details stated and implied</p> <p>E – discuss and evaluate how</p>	<p>V – discuss how presentation and structure contribute to meaning and independently explore its meaning in the broader context of a section or paragraph</p> <p>I – discuss how characters change and develop through texts by drawing inferences based on indirect clues</p>	<p>V – evaluate the authors use of language</p> <p>evaluate how the authors' use of language impacts upon the reader</p> <p>I – infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made</p> <p>P – confirm and modify</p>

	<p>inferences with evidence</p> <p>P – predicting what might happen from details stated and implied</p> <p>E – give reasons for authorial choices</p> <p>R – confidently skim and scan</p> <p>S – summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p>	<p>support the point they are making</p> <p>P – support predictions by using relevant evidence from the text</p> <p>E – distinguish between fact, opinion and bias explaining how they know this</p> <p>R – use the skill of reading before and after to retrieve information</p> <p>S – make connections between information across the text and include this is an answer</p>	<p>E – explain and discuss their understanding of what they have read, including through formal presentations and debates</p> <p>provide increasingly reasoned justification for my views</p> <p>R – retrieve, record and present information from a wide variety of fiction texts</p> <p>S – summarise information from across a text and link information by analysing and evaluating ideas between sections of the text</p>	<p>authors use language, including figurative language, considering the impact on the reader</p> <p>R – retrieve, record and present information from a wide variety of non-fiction texts</p> <p>S – discuss the themes or conventions from a chapter or text</p> <p>identify themes across a wide range of writing</p>	<p>P – support predictions by using relevant evidence from the text</p> <p>E – identifying how language, structure and presentation contribute to meaning</p> <p>R – use evidence from across larger sections of text</p> <p>S – summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs</p>	<p>predictions in light of new information</p> <p>E – recommend books for peers in detail</p> <p>begin to challenge points of view</p> <p>R – ask my own questions and follow a line of enquiry</p> <p>S – make comparisons across different books</p>
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