



Year 5

What should I know already

See our document outlining reading progression.

Reading behaviours and fluency

- listens to the opinions of others and adjusts own thinking/understanding where appropriate
- expresses personal preferences regarding the work of significant authors/poets
- explains similarities and differences with own experiences

What will I know at the end of the year?

I will be able to:

Develop skills in all the key reading skill areas.

- refines questions to deepen understanding of a text e.g. can generate a further question based on an initial question that takes the group's thinking further
- uses technical and other terms needed for discussing what they hear and read e.g. *metaphor, simile, analogy, imagery, style and effect*
- justifies personal response to particular texts and characters with evidence

Questions to help develop reading comprehension

Vocabulary Question

- Find two words which describe the setting
- What other words could the author use to describe the main character?
- How has the author's choice of words made you feel about a character? Why?

Retrieval Questions

- Where does the story take place?
- Who are the characters in the book?
- Through whose eyes is the story told?
- When is the story set?
- What evidence can you find to justify this?

Summarising Questions

- What's the main point in the first paragraph?
- Summarise the main events in the story so far.
- What is the most important sentence in the last section you read? Explain your reasons
- Explain what happened on the last page you read in twelve words or less.

Inference Questions

- How does the main character feel in the book?
- How do you know? How was the setting the author chose important to the story? Explain your view.
- Why has the character acted in the way they have? What clues suggest this?
- What lesson did the character learn?

Prediction Questions

- Using the front cover, what do you think this book will be about? Why? -What might happen next in the story?
- What challenges do you think the characters might face? What information suggests this?

Language Questions

- What adjectives has the author used to describe the main character? What does this tell you about their personality?
- Which words do you like best from the last section you read? Why? Find an example of figurative language in the text (simile, metaphor, personification)- what effect does this create?

Make and use the bookmark below.

"The more that you read, the more things you will know.
The more that you learn, the more places you'll go."

Dr Seuss

Some key reading skills to be developed further are stated below. These will support you in becoming effective and reflective independent readers.

For more detailed information see the reading progression document.

Vocabulary

- use a range of strategies to identify the meaning of new vocabulary
- identify examples of effective description that evoke time or place commenting both on word and sentence choice
- note words and phrases in pre twentieth century writing which have changed their meaning over time

Retrieving

finding information from a book

- identifies how the author signals change in the narration, time and place and notes the effect that this has on them as the reader
- retrieves information, referring to more than one place in the text, and where there is competing (distracting) information

Summarising

- summarise main ideas from more than one text to support note taking
- analyses information from tables and charts and can incorporate this information into a summary of the whole text

Inferring

making assumptions about what is happening in a text from what you know

- explores in-depth the meaning of particular multi-layered word/phrases, deciding what effect the author most probably intended on the reader and justifying this with further evidence from the text
- provides evidence of characters changing during a story and discusses possible reasons where reasons are not obviously stated in the text
- considers the time and place where a story is set and looks for evidence of how that affects characters' behaviour and/or plot development

Analysing

- analyses paragraph structures in similar texts noting and commenting on similarities and differences

Authorial Intent

- recognises the style of different authors and recognises their intended audience

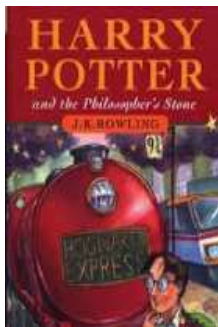
Comparing

- identifies balanced or biased viewpoints and discuss texts which explore more than one perspective on an issue
- checks whether viewpoint changes in the story

Predicting

- identifies whether changes in characters met or challenged the reader's expectations

Class Readers



Some other books used throughout the year:



Long Way Home by Michael Morpurgo

The chicken gave it to me by Anne Fine



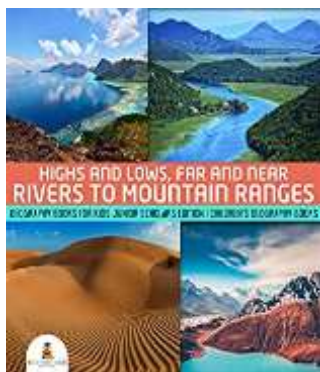
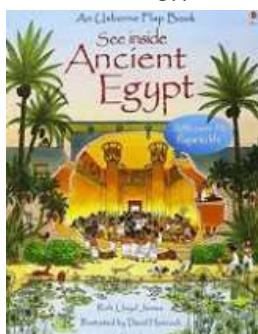
Stone Girl, Bone Girl: the story of Mary Anning by Laurence Anholt



Cross-Curricular - example reads

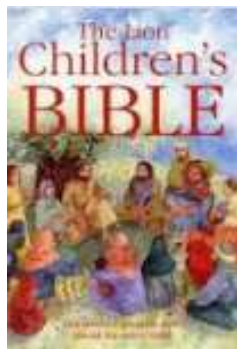
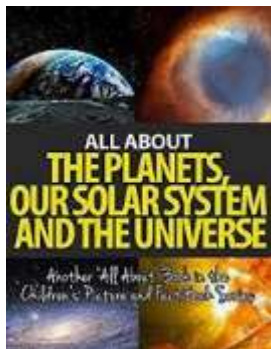
The Ancient Egyptians

Rivers and Mountains



Science

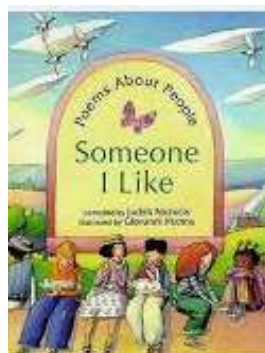
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Poetry

Vocabulary

Free Verse	Poetry that does not rhyme or have a regular rhythm.
onomatopoeia	The formation of a word from a sound associated with what is named (e.g. cuckoo, sizzle).
alliteration	The repetition of the same sound at the beginning of words in a phrase or sentence. "She shears sheep" is an example of alliteration.
word play	Word play is verbal wit: the manipulation of language (in particular, the sounds and meanings of words) with the intent to amuse.
rhythm	Movement marked by the regular repetition of sounds.



How to help at home
See the links on our school web site

Useful web links

- Hear your child read daily and record in the Reading Record
- Read to your child
- Ask questions to your child about what they have read
- Visit the local libraries
- Let your child see you read

- www.booktrust.org.uk
- www.bbc.co.uk/education/schools
- www.childliteracy.com
- www.readingrockets.org

Vocabulary Questions with Victor

- 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?



Inference Questions with Iggy

- 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...?
- What do these words mean and why do you think that the author chose them?



Retrieval Questions with Rex

- 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?



Prediction Questions with Pip

- 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?



Summarising Questions with Sheba

- 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?



Compare, Contrast and Comment with Cassie

- 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?



Be an Author with Arlo

- What does the word... tell you about...? How?
- Find two ways that the author tells you...
 - What do you think the author meant by...?



- Which words do you think are most important? Why?
- Which words do you like the most? Why?
 - How has the author made you feel happy/sad angry/frustrated?