

## Year 5: Reading

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Key Performance Indicator	Performance standard
<p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>• <i>Applies a growing knowledge of root words, prefixes and suffixes (morphology and etymology) - as listed in English appendix 1 of the national curriculum document - both to read aloud and to understand the meaning of new words that are met.</i></li> </ul> <p><b>Themes and Conventions</b></p> <ul style="list-style-type: none"> <li>• <i>Increases 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.</i></li> </ul> <p><b>Comprehension- Clarify</b></p> <ul style="list-style-type: none"> <li>• <i>Asks pertinent and helpful questions to improve their understanding of a text.</i></li> </ul> <p><b>Comprehension- Monitor and Summarise</b></p> <ul style="list-style-type: none"> <li>• <i>Checks that the book makes sense to the reader, discussing the individual's understanding and exploring the meaning of words in context.</i></li> <li>• <i>Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</i></li> </ul> <p><b>Comprehension- Select and Retrieve</b></p> <ul style="list-style-type: none"> <li>• <i>Retrieves, records and presents information from non-fiction.</i></li> </ul> <p><b>Comprehension- Respond and Explain</b></p> <ul style="list-style-type: none"> <li>• <i>Participates in discussions about books that are read to the child and those that can be read independently.</i></li> <li>• <i>Provides reasoned justifications for their views about a book.</i></li> </ul> <p><b>Inference</b></p> <ul style="list-style-type: none"> <li>• <i>Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence from the text and wider experiences.</i></li> </ul> <p><b>Language for Effect</b></p> <ul style="list-style-type: none"> <li>• <i>Identifies how language, structure, and presentation contribute to meaning, giving relevant examples to illustrate.</i></li> </ul>	<p><b>With reference to the KPIs</b></p> <p>By the end of Y5 a child's reading should demonstrate increasing fluency across all subjects and not just in English</p> <p>A child can:</p> <ul style="list-style-type: none"> <li>• use reading strategies to work out any unfamiliar word;</li> <li>• accurately read individual words which might be key to the meaning of a sentence or paragraph thereby improving comprehension;</li> <li>• read books selected independently;</li> <li>• recognise themes in what is read, such as loss or heroism;</li> <li>• compare characters, settings, themes and other aspects of what is read.</li> </ul> <p>A child understands the conventions of different types of writing such as the use of the first person in writing diaries and autobiographies.</p> <p>A child understands some of the technical and other terms needed for discussing what is heard and read such as metaphor, simile, analogy, imagery, style and effect.</p> <p>In using non-fiction, a child knows what information is needed to look for before beginning a task and knows how to use contents pages and indexes to locate information and applies these skills across the curriculum independently .</p>