Planning Sequence - Year 5 & 6

The reading objectives are to be revisited throughout the two years. Text levels will vary depending on the word reading level of each child and will become more complex as the years progress.

There are 2 areas covered in reading:
- Word Reading
- Comprehension

While a reading session may have a focus objective, it will not be taught in isolation as other objectives will be revisited regularly during all reading lessons. The children's objectives are only suggested and should be adapted to suit the needs of the particular class.

Word Reading

At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so. Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension. When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.

Comprehension

Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves (Author of the Month). **The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex writing.** Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text. They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies. Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect. In using reference books, pupils need to know what information they need to look for before they begin and need to understand the task. They should be

shown how to use contents pages and indexes to locate information. The skills of information retrieval that are taught should be applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review. Teachers should consider making use of any library services and expertise to support this. Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions. Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.

Throughout Year 5 & 6

Area	National Curriculum Objective
Word Reading	• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <u>English Appendix 1</u>, both to read aloud and to understand the meaning of new words that they meet.
Comprehension	• Maintain positive attitudes to reading and understanding of what they read by:
	o continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
	o reading books that are structured in different ways and reading for a range of purposes
	o 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
	o recommending books that they have read to their peers, giving reasons for their choices
	o identifying and discussing themes and conventions in and across a wide range of writing
	o making comparisons within and across books
	o Learning a wider range of poetry by heart.
	o Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that meaning is clear to an audience
	• Understand what they read by:
	o Checking that the book makes sense to them, discussing their understanding and exploring the meaning of the words in context
	o Asking questioning to improve their understanding
	o Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
	o Predicting what might happen from the details stated and implied
	o Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
	o 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.

	• Distinguish between statements of facts and opinion
	• Retrieve, record and present information from non-fiction
	• 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