



St William of York Catholic Primary School

Progress in Skills and Knowledge: Reading Years 5 & 6.



Skills/Knowledge	Year 5	Year 6
Word reading.	<p>As Y4 and: Read books at an age appropriate interest level. Use knowledge of root words to understand meanings of words. Use suffixes to understand meanings e.g. -ant, -ance, -ancy, -ent, -ence, -ency, -ible, -able, -ibly, - ably. Read and understand words from the Year 5 list (selected from the statutory Year 5/6 word list) - see below</p>	<p>As Y5 and: Read books at an age appropriate interest level. Work out unfamiliar words by focusing on all letters in the word, e.g. not reading invitation for imitation. Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment. Use suffixes to understand meanings e.g. -cious, -tious, -tial, -cial. Read and understand words from the Year 6 list (selected from the statutory Year 5/6 word list) - see below. Use etymology to help the pronunciation of new words e.g. chef, chalet, machine, brochure – French in origin.</p>
Comprehension	<p><u>Maintaining positive attitudes to reading.</u> Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves. Regularly listen to whole novels read aloud by the teacher from an increasing range of authors. Recommend books to their peers with reasons for choices. Read books and texts that are structured in different ways for a range of purposes. Express preferences about a wider range of books including modern fiction, traditional stories, myths and legends. Learn a wider range of poems by heart. Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. <u>Understanding texts they read independently and those which are read to them</u> Explain the meaning of words within the context of the text.</p>	<p><u>Maintaining positive attitudes to reading.</u> Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction. Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves. Independently read longer texts with sustained stamina and interest. Recommend books to their peers with detailed reasons for their opinions. Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures. Learn a wider range of poems by heart. Prepare poems and play scripts to read aloud and perform using dramatic effects. <u>Understanding texts they read independently and those which are read to them</u></p>

	<p>Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</p> <p>Check that the book makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals.</p> <p>Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal.</p> <p>Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence.</p> <p>Predict what might happen from information stated and implied.</p> <p>Through close reading of the text, re-read and read ahead to locate clues to support understanding.</p> <p>Explore themes within and across texts e.g. loss, heroism, friendship.</p> <p>Make comparisons within a text e.g. characters' viewpoints of same events.</p> <p>Distinguish between statements of fact and opinion within a text.</p> <p>Scan for key words and text mark to locate key information.</p> <p>Summarise main ideas drawn from more than one paragraph and identify key details which support this.</p> <p>Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - Point + Evidence + Explanation.</p> <p>Analyse the conventions of different types of writing e.g. use of first person in autobiographies and diaries.</p> <p>Identify how language, structure and presentation contribute to meaning e.g. formal letter, informal diary, persuasive speech.</p> <p><u>Evaluating the impact of the author's use of language</u></p> <p>Explore, recognise and use the terms metaphor, simile, imagery.</p> <p>Explain the effect on the reader of the authors' choice of language.</p> <p><u>Participating in discussion and debate</u></p> <p>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.</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates.</p> <p>Prepare formal presentations individually or in groups.</p>	<p>Explain the meaning of new vocabulary within the context of the text.</p> <p>Demonstrate active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group.</p> <p>Use a reading journal to record on-going reflections and responses to personal reading.</p> <p>Explore texts in groups and deepen comprehension through discussion.</p> <p>Provide reasoned justifications for their views.</p> <p>Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – Point+Evidence+Explanation.</p> <p>Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point+Evidence+Explanation.</p> <p>Predict what might happen from information stated and implied.</p> <p>Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text.</p> <p>Make comparisons within and across texts e.g. similar events in different books such as being an evacuee in Carrie's War and Goodnight Mr Tom.</p> <p>Compare characters within and across texts.</p> <p>Compare texts written in different periods.</p> <p>Recognise themes within and across texts e.g. hope, peace, fortune, survival.</p> <p>Distinguish between statements of fact and opinion across a range of texts e.g. first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook.</p> <p>Skim for gist.</p> <p>Scan for key information e.g. identify words and phrases which tell you the character is frustrated, or find words/phrases which suggest that a theme park is exciting.</p> <p>Use a combination of skimming, scanning and close reading across a text to locate specific detail.</p> <p>Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects.</p>
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	<p>Use notes to support presentation of information. Respond to questions generated by a presentation. Participate in debates on an issue related to reading (fiction or nonfiction).</p>	<p>Analyse the conventions of different types of writing e.g. use of dialogue to indicate geographical and/or historical settings for a story. Identify how language, structure and presentation contribute to meaning e.g. persuasive leaflet, balanced argument. <u>Evaluating the impact of the author's use of language</u> Explore, recognise and use the terms personification, analogy, style and effect. Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques. <u>Participating in discussion and debate</u> Participate in discussions about books, 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. Prepare formal presentations individually or in groups. Use notes to support presentation of information. Respond to questions generated by a presentation. Participate in debates on issues related to reading (fiction/non-fiction).</p>
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Year Five word lists.					
apparent	cemetery	determined	explanation	interfere	occupy
rhythm	amateur	communicate	develop	familiar	language
occur	secretary	ancient	community	dictionary	foreign

leisure	persuade	shoulder	available	conscience	environment
forty	lightning	physical	soldier	average	convenience
equip (ped, ment)	government	muscle	programme	stomach	bargain
curiosity	excellent	hindrance	neighbour	queue	temperature
bruise	desperate	existence	individual	nuisance	recognise
twelfth	rhyme	vegetable			

Year Six word lists.

accommodate	category	disastrous	immediate(ly)	privilege	sincere(ly)
accompany	committee	embarrass	interrupt	profession	sufficient
according	competition	especially	marvellous	pronunciation	suggest
achieve	conscious	exaggerate	mischievous	recommend	symbol
aggressive	controversy	frequently	necessary	relevant	system
appreciate	correspond	guarantee	opportunity	restaurant	thorough

attached	criticise	harass	parliament	sacrifice	variety
awkward	definite	identity	prejudice	signature	vehicle
yacht					