

Subject: English Reading Year 5

What are the aims and intentions:

That all the children:

- 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
- appreciate our rich and varied literary heritage
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

Previous Links:

- Phonics
- Word reading
- Comprehension

Unit	Autumn	Spring	Summer
Word reading	Reads at a reasonable speaking pace Reads most words effortlessly Pronounces unfamiliar words with automaticity	Develops confidence when reading aloud	Reads aloud with appropriate volume and expression to make meaning clear to the audience
<i>Comprehension</i>	Reads longer books with sustained interest Groups books according to theme or convention Recognises when unsure of word meaning / pronunciation and requests help Begins to show empathy/understanding with characters' motives and behaviours Infers meaning of unfamiliar words from context Infers characters' thoughts feelings and motives Summarises and presents stories in own words	Recognises an increasingly wide range of books including myths, legends, modern fiction, fiction from our literary heritage and stories from other cultures Talks about favourite authors and types of books, giving reasons for preferences Asks questions to enhance understanding of the text Retrieves information from a text, using efficient and effective methods Recognises author's viewpoint Uses inference and predictions to support reading Begins to identify descriptive and figurative language that has been used for effect Summarises main idea from more than one paragraph	Reads an increasingly wide range of books Selects books based on reading experiences and knowledge of books Distinguishes between fact and opinion in non-fiction reading Explains the effect and impact of author viewpoint Discusses author's use of language for impact and effect using technical terms (figurative language, similes, imagery, analogy, metaphor etc.) Begins to make comparisons across and between books Begins to show the influence of reading in writing Builds up a repertoire of poems that are known by heart Prepares poems and plays to read aloud
Key vocabulary	Modal verb Relative clause Relative pronoun Cohesion Bracket parenthesis Ambiguity Cohesion	Key skills phonological awareness Decoding Fluency	

		<p>Vocabulary</p> <p>Retrieval</p> <p>Sequencing</p> <p>Inference</p> <p>Predicting</p>	
Cultural capital	World Book Day, National Literacy day. World poetry day, National Library week, Childrens book week, story telling week. Links to all other areas of the curriculum.		