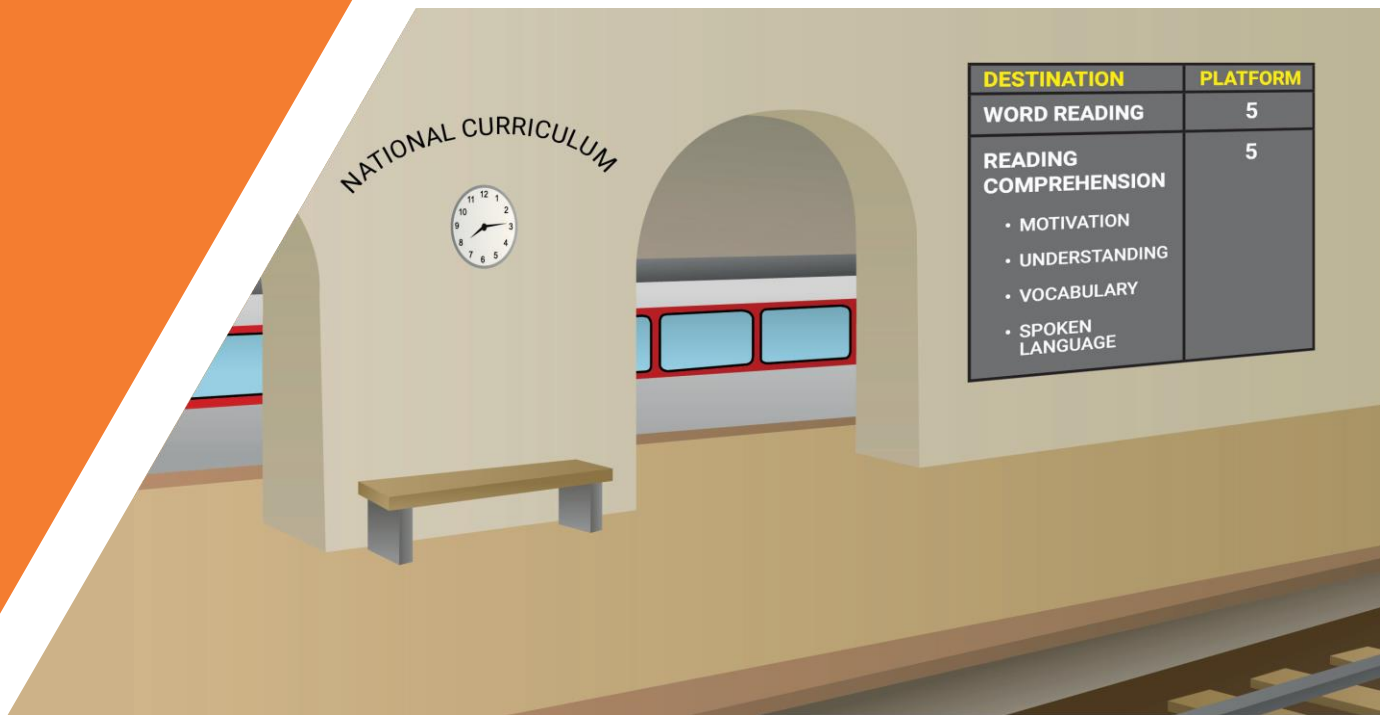


Year 5 - Teaching Reading

Aims and Intentions The Reading Planning Platform



DESTINATION	PLATFORM
WORD READING	5
READING COMPREHENSION	5
• MOTIVATION • UNDERSTANDING • VOCABULARY • SPOKEN LANGUAGE	

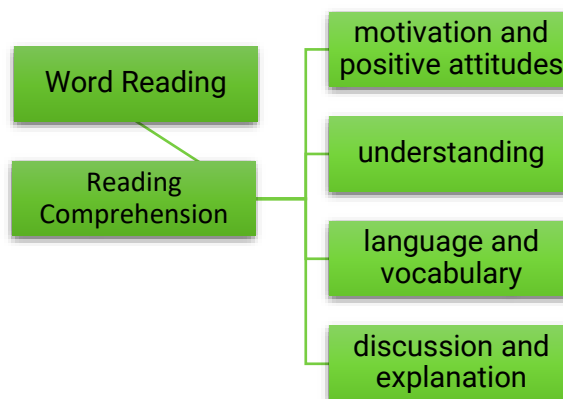
Knowledge and skills for reading
developed from the 2014 national
curriculum for Year 5

Edition 1

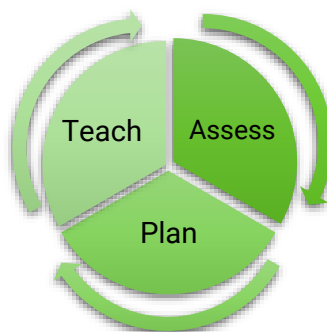
Introduction

The **Planning Platforms** will support teachers with their daily planning and teaching of reading against the expectations of the national curriculum. Each year group has its own platform of objectives. These have been developed in detail from the statutory statements within the national curriculum, ensuring full coverage. They can be used to offer appropriate stretch, challenge and support across the learning needs KS1 and KS2 pupils.

The objectives follow the focuses of the national curriculum as follows:



These statements will support teachers with modelling, planning and text selection, and where appropriate, offer suggestions for teaching strategies. They can be used to ensure that pitch is appropriate for the year group, allowing teachers to integrate the objectives into their own plans. Where relevant, examples are included that illustrate the expectations of a statement. These have been informed by the end of year expectations of the Teacher Assessment Framework (TAF) and Assessing with Age-Related Texts (AART) documents, supporting teachers with delivering the 'assess, plan, teach cycle'.



Where needs fall outside of a pupil's own year group (if a personalised curriculum is required), teachers should refer to Progression in Teaching Reading, tracking back to the appropriate year group.

Personalised objective		Year group planning	
Y1	Y2	Y3	Y4
recalling main events/ideas from a text	recalling main events/ideas from a text conveying simple information derived from main ideas	recalling and sequencing main events from a text identifying main ideas (gist) drawn from more than one paragraph beginning to summarise main ideas drawn from more than one paragraph	recalling and sequencing main events from a text identifying main ideas (gist) drawn from more than one paragraph summarising main ideas drawn from more than one paragraph

Phonic objectives have not been reproduced in full, but are available in the national curriculum's English Appendix.

Reading – word reading
Pupils should be taught to:
• use strategies such as recognising syllables /phonemes to decode new or unfamiliar words • focus on all the letters in unfamiliar words so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word • re-read, as needed to take account of especially challenging word order and phrasing • read most words effortlessly and with increasing automaticity • test out different plausible pronunciations for less familiar words • <i>[children should be able to read further exception words independently. If they are not able to do so, please refer to previous year groups]</i> • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet • read longer words, using syllable boundaries where needed • <i>[children should be able to read and understand words with contractions independently. If they are not able to do so, please refer to KS1]</i> • read aloud unfamiliar words or challenging sections of text, where needed, to support accuracy and automaticity • re-read words or challenging sections of text to ensure understanding through fluency • read age-appropriate texts fluently (including pausing appropriately, reading in phrases, responding to punctuation)

Reading – reading comprehension
Pupils should be taught to:
Maintain positive attitudes to reading and understanding of what they read by:
• continuing to listen to, read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • empathising with different characters within a book considering actions, motivations, complexities and interactions with other characters • identifying with, and exploring characters, using a range of drama techniques e.g. <i>through role play, improvisation, using voice, gesture or movement, hot seating, freeze framing; role on the wall; conscience alley</i> • linking what they read or hear with known experiences in order to make sense of complex text • 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 • discussing the sequence of events in both linear and non-linear texts and how the different elements relate to one another within the text e.g. <i>'Story unfolds sequentially and rapidly with lots of detail and multiple events.'</i> • <i>'Chapters change with the movement of the plot but are interspersed with the dream sequences.'</i> • identifying and discussing themes understanding family dynamics, courage over adversity, justice, perseverance, and conventions in a wide range of texts including narrative and non-fiction, poetry e.g. <i>help coming in the form of an animal; the wise mentor</i> • recognise that a text may have multiple themes • making comparisons within and across books e.g. <i>characters, settings, themes, layout, structure</i> • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • continuing to use dictionaries to check the meanings of words that they have read • identifying words and phrases which are unknown e.g. <i>blurred; territory; carrion; neutral ground</i> • discussing words and phrases that capture the reader's interest and imagination • reading silently with good understanding, working out how to pronounce unfamiliar words • recommending books that they have read to their peers, giving reasons for their choices • internalising the rhythms/stresses of literary language e.g. <i>caked with grime; faint, faraway roar; scent-laden winds</i> and grammatical structures e.g. <i>questions, a range of conjunctions, fronted adverbials</i>

Maintain positive attitudes to reading and understanding of what they read by:

- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- recognising some different forms of poetry

Understand what they read by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them, discussing their understanding and exploring the meaning of words in context
- reading with appropriate expression through phrasing, stress and pitch
- responding to open questions and prompts e.g. *tell me about...*
- asking questions to improve their understanding, including through individual inner dialogue while reading and discussion after/during reading e.g. *What would I do if I met scary people in an alleyway? How will he ever get back over the wall again?*
- using tentative language to speculate on possibilities raised by the text e.g. *What if another robot had also worked after the shipwreck? Perhaps Roz will make friends with the animals in the end.*
- making connections (with experiences, other texts, elsewhere in the same text) in order to refine thoughts/responses e.g. Roz and the other animals don't understand each other at all at the beginning. Then they start doing things with each other and try to solve problems – like when you're in a new group and you start to see a different side of people and it's easier to work with them.
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- recognising that characters may have different perspectives in the story of the same event(s)
- making deductions about the motives and feelings that might lay behind characters' words
- considering ways in which different settings influence the reader and/or the characters in the text
- predicting what might happen from details stated and implied
- exploring the likelihood of a suggestion being correct
- beginning to adapt predictions in the light of new information
- predicting how characters might behave, taking into account considerations such as motivations, events so far, atmosphere, relationships, settings, and levels of risk
- identifying key details that support the main ideas (gist)
- summarising the main ideas drawn from more than one paragraph
- beginning to summarise varying thoughts, actions, feelings and/or opinions within a text
- finding information efficiently using skimming and scanning strategies, and beginning to make annotations where appropriate
- retrieving information, referring to more than one place in the text where required

Understand what they read by:
- identifying how language, structure and presentation contribute to meaning (see Assessing with Age-Related Texts for fiction examples) <u>for language:</u> 'Vitamins aren't an optional extra.' 'Hunt was a military man who planned the expedition with absolute precision' <u>for structure:</u> - More detailed sections of texts, which involve greater use of a range of conjunctions, relative clauses, and passive constructions <u>for presentation:</u> - Increasingly complicated processes (e.g. water cycle; Viking sailing routes) illustrated with complex diagrams, with more complex labels and captions.

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader by:
- describing and evaluating the use of particular words or phrases, and their effect on the reader - discussing language choices in the text that provides clues to the author's intent - discussing the meaning of figurative words and phrases (fiction and non-fiction) - exploring the effect of imagery sustained within a paragraph - beginning to discuss how writers create shades of meaning - exploring synonyms and idiomatic language (often seemingly simple words working together for a particular meaning) e.g. 'pricked his ears' (Wolf Brother) - exploring how the conventions of different types of writing (e.g. language features of specific genres and cohesive devices) are used to support the authors' aims - discussing the impact of authorial choices on the reader

Retrieve, record and present information from non-fiction by:
- identifying and discussing unknown technical or subject specific vocabulary with increasing independence - using the navigational features of a range of texts and beginning to make choices about which would be most useful for retrieving the information required - beginning to make comparisons between forms, layouts and the ways in which information is presented - skimming and scanning a text to find specific information - retrieving information from more than one section or aspect of a text e.g. headings, graphs, illustrations, subheadings - identifying keywords and main points within and across texts - recording information gained from reading in a variety of forms e.g. notes, mind maps, flow charts tables, bullet points and questions for further research - presenting information gained from reading e.g. orally, individual or group written outcomes

Distinguish between statements of fact and opinion by:

- identifying facts within a text thinking about whether something is true/not true –real or imagined
- identifying opinions within a text e.g. viewpoints, beliefs

Provide reasoned justification for their views by:

- forming conclusions based on, or inferred from, evidence within the text e.g. *Torak and Renn learn to trust each other and you see them become friends. They started out as sort of enemies because she was in the group when he was captured but their journey showed them they needed each other to survive.*
- justifying their opinions, sometimes referring to more than one place in the text
- e.g. *Renn only helps him when they first meet because it could help her clan. Then they find they have to work together to escape the bear. By the end, Torak will risk getting the last bit of the Nanuak to save his friend Renn.*
- expressing and justifying personal preferences regarding authors/named books/poets/genres

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 by:

- sustaining attentive listening, building on others' ideas by agreeing or disagreeing
- challenging specific points within an argument for greater clarity/detail/accuracy
- beginning to draw on different points of view when responding
- asking questions for clarification and understanding)
- beginning to ask and answer open questions to explore a range of possibilities and justifies responses in relation to the text
- using tentative language (e.g. could it be?', I wonder whether ..? 'perhaps', possibly) to aid speculative thinking and deepen understanding when considering a line of enquiry/dilemma
- presenting spoken arguments, making use of some discursive techniques, such as: sequencing points logically, defending views with evidence and making use of persuasive language
- developing, agreeing and evaluating rules for effective discussion
- beginning to act upon feedback to improve the quality of their explanations and contributions to discussions
- following up and build upon ideas under discussion
- challenging others' views courteously
- considering possibilities and arriving at an agreement
- beginning to summarise main ideas from a discussion

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 by:

- expressing ideas showing understanding of what has been read, drawing upon personal responses
- beginning to communicate ideas with precision and clarity
- referring to text to support opinions
- rephrasing evidence from the context
- beginning to present their understanding of what they have read, sequencing points logically and supporting views with evidence
- beginning to make use of notes to support
- taking part in a debate, demonstrating understanding of what they have read

Herts for Learning

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