

# **Manland Primary School**

## **Reading Curriculum Intent Year 5**



### **Year 5 Reading Intent**

By the beginning of year 5, pupils are able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They can read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they are confident in asking for help in determining both the meaning of the word and how to pronounce it correctly.

Children can prepare readings, with appropriate intonation to show their understanding, and can summarise a familiar story, presenting it in their own words. Children read widely and frequently, outside as well as in school, for pleasure and information. They can read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.\*

Pupils are taught to:

- maintain positive attitudes to reading and an understanding of what they read
- read books that are structured in different ways and reading for a range of purposes
- increase 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
- learn a wider range of poetry by heart
- prepare 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

Even though pupils can now read independently, whole books are read aloud so that they meet books and authors that they might not choose to read themselves.

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	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Lesson focus</b>	<p><b><u>Decoding</u></b> Teacher reads text to model fluent reading.</p> <p>Decoding text, understanding new vocabulary.</p> <p>Children use dictionaries to find appropriate definitions of Tier 2 vocabulary.</p>	<p><b><u>Quick retrieval and comprehension</u></b> Children read text in pairs, providing feedback where appropriate.</p> <p>Children answer a series of 'find it' questions (comprehension questions they can 'find' the answers to) to demonstrate their understanding of the text.</p>	<p><b><u>Inference question – reading 'between the lines'</u></b> Children take turns to read the text aloud.</p> <p>Children answer a selection of inference-based questions that require them to 'dig deeper' to gain a greater understanding of the text.</p>	<p><b><u>Ordering and summarising events, making links to other texts</u></b> Children take turns to read the text aloud.</p> <p>Children order events within the extract.</p> <p>Children summarise the extract or parts of the extract to include the pertinent points.</p> <p>Children are taught to interrogate the text by articulating their likes and dislikes, making links to other stories (identifying common themes) whilst providing justifications for their opinions and answers. Children think about what else they would like to know by asking questions of the text.</p>	<p><b><u>The Big Question and 1:1 Reading</u></b> Class teacher and TA listen to each child read their personal reading books.</p> <p>Class teacher and TA use this time to assess children's reading ability and progression through appropriate texts.</p> <p>Children demonstrate their positive attitudes and understanding by taking part in a whole-class debate.</p> <p>Children respond to a P4C-based question linked to the text.</p> <p>Children listen to others' point of view and respond (agreeing, disagreeing or 'building on'). Providing justifications for</p>

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					opinions means children can respectfully disagree whilst justifying their point.
<b>Key vocabulary</b>	Decode Understand Definition Context Annotate	Find the evidence How do you know? Prove it Show me	Justify Dig deeper Infer Read between the lines Why do you think ...? How can you tell? What is the effect of ...?	Linear / non-linear time sequence Order the story Order the events What happened first, next, last? Summarise Main idea What do you like/ dislike about this text? What connections can you make to another story? Why? What else does this story remind you of? Why?	In my opinion, From my experience, I agree / disagree ... Justify I used to think ... but now I think ...
<b>NC objectives</b>					

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	<ul style="list-style-type: none"> <li>• Maintain positive attitudes to reading and understanding what they read by continuing to read books that are structured in different ways and read for a range of purposes.</li> <li>• Increase their familiarity with a wide range of books including myths, legends, traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Children check that the book makes sense to them, discuss their understanding and retrieve, record and present information from non-fiction</li> <li>• Explore the meaning of words in context</li> <li>• The skills of information retrieval that are taught are applied, for example in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information</li> </ul>	<ul style="list-style-type: none"> <li>• Children draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• Children can predict what might happen from details stated and implied</li> <li>• Children can identify how language, structure and presentation contribute to meaning</li> <li>• Children discuss and evaluate how authors use language, including figurative language, considering the</li> </ul>	<ul style="list-style-type: none"> <li>• Children continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• Children can recommend books that they have read to their peers, giving reasons for their choices</li> <li>• Children can identify and discuss themes and conventions in and across a wide range of writing</li> <li>• Children can make comparisons within and across books summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• provide reasoned justifications for their views</li> <li>• Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions.</li> <li>• Children participate in discussions about books that are read to them and those they can read for themselves, building on their own and others'</li> </ul>
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	<ul style="list-style-type: none"> <li>Children understand what they read by checking that the book makes sense to them, discuss their understanding and explore the meaning of words in context</li> <li>Children are taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect.</li> <li>Children are shown how to</li> </ul>	<p>[for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review]. Teachers make use of any library services and expertise to support this.</p> <ul style="list-style-type: none"> <li>In using reference books, pupils know what information they need to look for before they begin and need to understand the task. They are shown how to use contents pages and indexes to locate information.</li> </ul>	<p>impact on the reader</p> <ul style="list-style-type: none"> <li>Children are taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect.</li> <li>Children are shown how to compare characters, settings, themes and other aspects of what they read.</li> <li>Children can distinguish between statements of fact and opinion.</li> </ul>	<ul style="list-style-type: none"> <li>Children are shown how to compare characters, settings, themes and other aspects of what they read.</li> <li>Children are taught to recognise themes in what they read. They 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.</li> <li>Children participate in discussions about books that are read to them and those they can read for themselves, building on their own and others'</li> </ul>	<p>ideas and challenging views courteously.</p> <ul style="list-style-type: none"> <li>Learning a wider range of poetry by heart.</li> <li>Prepare poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</li> </ul>
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	<p>compare characters, settings, themes and other aspects of what they read.</p> <ul style="list-style-type: none"> <li>Children are taught to apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) to both read aloud and to understand the meaning of new words that they encounter (such as subject-specific vocabulary)</li> <li>Children are taught to recognise</li> </ul>	<ul style="list-style-type: none"> <li>Children show that they have understood what they have read by asking questions to improve their understanding</li> </ul>		<p>ideas and challenging views courteously.</p>	
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	themes in what they read. They 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.				
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\*The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge.