

Reading Curriculum

		<b>Structure</b>	<b>Language</b>	<b>Range of texts</b>	<b>Accuracy in reading</b>	<b>Self-correction</b>	<b>Comprehension</b>	<b>Discussing books</b>
Year 5/6	Maintain positive attitudes to reading and understanding of what they read by:	Reading books that are structured in different ways and reading for a range of purposes	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	<p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books</p> <p>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</p> <p>Recommending books that they have read to</p>	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		<p>Identifying and discussing themes and conventions in and across a wide range of writing</p> <p>Making comparisons within and across books</p> <p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p>	<p>Participate in discussions about books that are read to them and those that they can read themselves, building on their own and others' ideas and challenging views courteously</p> <p>Provide reasoned justifications for their views</p>

				<p>their peers, giving reasons for their choices</p> <p>Learning a wider range of poetry by heart</p>				
	<p>Understand what they read by:</p>	<p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Identifying how language and structure and presentation contribute to meaning</p>				<p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p>	<p>Asking questions to improve their understanding</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p>	<p>Retrieve, record and present information from non fiction</p> <p>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</p>

Word Reading

	<b>Apply phonic knowledge</b>	<b>Accurate reading</b>	<b>Reading CE words</b>	<b>Reading longer words</b>	<b>Reading aloud</b>	<b>Re- reading</b>
Year 5 Year 6					Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <u>English Appendix 1</u> , both to read aloud and to understand the meaning of new words they meet	