

**Reading Med Term Plan 5 – 6 2019-20**

Year 5 Objectives	Year 6 Objectives
<p><b>FLUENCY</b></p> <ul style="list-style-type: none"><li>➤ Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1, across a wide range of texts. Pupil can decode most new words outside spoken vocabulary, making a good approximation of the word's pronunciation: e.g. 'obey' disobedience, obediently.</li></ul> <p><b>WIDTH OF READING (SHARED READING)</b></p> <p><b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b></p> <ul style="list-style-type: none"><li>➤ Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books that they have read for themselves, expressing views and preferences, justifying them by reference to the text, drawing on, comparing and contrasting examples</li><li>➤ Reading books that are structured in different ways and reading for a range of purposes, with independence: e.g. manga and graphic novels, comical history series.</li><li>➤ Increasing their familiarity with a wide range of age-appropriate books and can identify some genres: e.g. fantasy, adventure, comedy, science fiction.</li><li>➤ Identifying and discussing themes and conventions in and across a wide range of writing e.g. heroism or loss and continuing to learn the conventions of different types of writing such as first person in autobiography. They can explain 'heroism' or 'loss' in the context of the writing.</li><li>➤ Making comparisons within and across books, comparing characters, considering viewpoints of authors and of fictional characters: e.g. Ginger reminds me a bit of Tyke Tiler because neither of them can seem to stop getting into trouble at school.</li><li>➤ Distinguish between statements of fact and opinion</li></ul> <p><b>Poetry:</b></p> <ul style="list-style-type: none"><li>➤ Learning a wider range of poetry by heart</li><li>➤ 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</li></ul> <p><b>Debate:</b></p> <ul style="list-style-type: none"><li>➤ 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 e.g. asking other to justify their opinions and views with evidence for the text.</li><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></ul> <p><b>COMPREHENSION (VIPERS in Guided Reading)</b></p> <p><i>Understand both the books that they can already read accurately and fluently and those that they listen to by:</i></p> <p><b>Vocabulary:</b></p>	<p><b>FLUENCY</b></p> <ul style="list-style-type: none"><li>➤ Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</li></ul> <p><b>WIDTH OF READING (SHARED READING)</b></p> <p><b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b></p> <ul style="list-style-type: none"><li>➤ Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, expressing views and preferences about authors, poets and genres, justifying them by reference to the text, drawing on, comparing and contrasting examples</li><li>➤ Reading books that are structured in different ways and reading for a range of purposes e.g. first person historical accounts, spy series, series set in alternative worlds, historical fiction.</li><li>➤ Making comparisons within and across books between versions of the same text, giving examples to support opinions: e.g. Stanley is a bit like Sirius Black because they are both held captive even though they are innocent.</li><li>➤ Increasing their familiarity with a wide range of age-appropriate books and can independently identify, name and describe some genres: e.g. espionage, magical worlds, comedy.</li><li>➤ Identifying and discussing themes and conventions in and across a wide range of age-appropriate texts: e.g. isolation, flashback in narrative.</li><li>➤ Distinguish between statements of fact and opinion</li></ul> <p><b>Poetry:</b></p> <ul style="list-style-type: none"><li>➤ Learning a wider range of poetry by heart</li><li>➤ 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</li></ul> <p><b>Debate:</b></p> <ul style="list-style-type: none"><li>➤ 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 e.g. suggesting alternative interpretations and being open to those suggested by others.</li><li>➤ Explain and discuss their understanding of what they have read, including through formal presentations and debates, providing a thorough explanation of their points and prepare responses to likely conflicting opinions.</li></ul> <p><b>COMPREHENSION (VIPERS in Guided Reading)</b></p> <p><i>Understand both the books that they can already read accurately and fluently and those that they listen to by:</i></p> <p><b>Vocabulary</b></p>

- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

**Inference:**

- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence using the APE or PEE approach

**Prediction:**

- Predicting by usually read 'between the lines' when independently reading an age-appropriate text and draw on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader

**Explanation:**

- Asking questions to improve their understanding e.g. I wonder why or if...
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader e.g. I like the way the author uses animal-based images like Ginger having a furball of anxiety in her guts when she is in trouble at school
- Identifying how language, structure and presentation contribute to meaning e.g. can recognise organisational and language features of a range of non-fiction texts including explanation, balanced argument, persuasive argument and understands the fine distinctions between the conjunctions used in them like whereas, consequently..
- Provide reasoned justifications for their views with at least two pieces of evidence

**Retrieval:**

- Retrieve, record and present information from non-fiction Usually presents information in ways that are coherent and useful to themselves and others: e.g. has a range of models for making notes like spidergrams or a grid of boxes with labels.

**Summarising:**

- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Recommend books that they have read to their peers, giving reasons for their choices

- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context e.g. dissolve, solution (in science), 'He dissolved in tears', Parliament was dissolved, there was no solution to the problem.

**Prediction**

- Reading 'between the lines' when independently reading an age-appropriate text and draw on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader and using this information to justify their opinion using APE

**Inference:**

- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence with three pieces of evidence

**Explanation:**

- Asking questions to improve their understanding e.g. Well, if the water all disappeared from Green Lake because of a curse, I wonder if it could be brought back again somehow?
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Identifying how language, structure and presentation contribute to meaning and comment upon the authors intent when using this
- Provide reasoned justifications for their views with up to three points succinctly presented

**Retrieval:**

- Retrieve, record and present information from non-fiction . Usually records information in a form that can be easily retrieved. Usually presents information in ways that are coherent and useful to themselves and others.

**Summarising:**

- Independently, identify the main ideas in paragraphs and can usually produce a succinct summary, paraphrasing the main ideas.
- Recommend books through confidently sharing their opinions about age-appropriate books they have read independently and usually make appropriate recommendations to their peers, giving reasons for their choices: e.g. I would recommend Tolkien's..to..because

