

Progression in Reading – Years 3 to Year 6 : YEAR 5

Purpose of Study

At Cavendish Primary School, from Y3-Y6, we use 'Reading Gems' to develop children's wider reading skills. These are:

Enjoy, Decode, Define, Retrieve, Summarize, Infer, Predict, Relate, Explore and Compare.

Enjoy 				Decode 			
Define 	Retrieve 	Summarise 	Infer 	Predict 	Relate 	Explore 	Compare 
2a: Give/explain the meaning of words in context.	2b: Retrieve and record information/identify key details from fiction and non-fiction.	2c: Summarise main ideas from more than one paragraph	2d: Make inferences from the text/explain and justify inferences with evidence from the text	2e: Predict what might happen from details stated and implied	2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole.	2g: Identify/explain how meaning is enhanced through choice of words and phrases.	2h: Make comparisons within the text

Reading - word reading

Pupils should be taught to:

- 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

Notes and Guidance (non-statutory)

At this stage, there should be no need for further direct teaching of word-reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so.

Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension.

When teachers are reading with or to pupils, attention should be paid to new vocabulary - both a word's meaning(s) and its correct pronunciation.

Reading - comprehension

Pupils should be taught to:

- maintain positive attitudes to reading and an understanding of what they read by:
 - continuing 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
 - 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
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- 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

Understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas

- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- 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
- 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
- provide reasoned justifications for their views

Notes and guidance (non-statutory)

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

The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex writing.

Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should 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 1 text.

They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies.

Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect.

In using reference books, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information.

The skills of information retrieval that are taught should be applied, for example in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information [for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review]. Teachers should consider making use of any library services and expertise to support this.

Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions.

Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.

	Reading skills			Question stems
	Autumn	Spring	Summer	
Define (give/explain the meaning of words)	<ul style="list-style-type: none"> explore the meaning of words in context, confidently using a dictionary 	<ul style="list-style-type: none"> use a thesaurus to find synonyms for a larger variety of words 	<ul style="list-style-type: none"> discuss how the author's choice of language impacts the reader 	<ul style="list-style-type: none"> Can you quickly find...in the dictionary and thesaurus? What does this word/phrase/sentence tell you about the character/setting/mood? What other words/phrases could the author have used here? Why? Find and highlight the word which is closest in meaning to ... Find a word which demonstrates...
Retrieve (retrieve and record information)	<ul style="list-style-type: none"> confidently skim and scan, and also use the skill of reading before and after to retrieve information. use evidence from across larger sections of text 	<ul style="list-style-type: none"> read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts and discuss. 	<ul style="list-style-type: none"> retrieve, record and present information from non-fiction texts. 	<ul style="list-style-type: none"> Find the... in this text. Is it anywhere else? When/where is this story set? Find evidence in the text. Find the part of the story that best describes the setting. What do you think is happening here? Why? Who is telling this story? Can you skim/scan quickly to find the answer?
Summarise (summarise main ideas)	<ul style="list-style-type: none"> discuss the themes or conventions from a chapter or text 	<ul style="list-style-type: none"> summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas. 	<ul style="list-style-type: none"> make connections between information across the text and include this in an answer. 	<ul style="list-style-type: none"> What is the main point in this paragraph? Is it mentioned anywhere else? Sum up what has happened so far in... words/seconds or less. Which is the most important point in these paragraphs? Why? Do any sections/paragraphs deal with the same themes?
Infer (make inference from the text)	<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their 	<ul style="list-style-type: none"> use figurative language to infer meaning 	<ul style="list-style-type: none"> begin to draw evidence from more than one place across a text. 	<ul style="list-style-type: none"> What do you think... means? Why do you think that? Could it be anything else? • I think...; do you agree? Why/why not? • Why do you think the author? decided to...?

	<ul style="list-style-type: none"> actions, and justifying inferences with evidence. make inferences about actions, feelings, events or states 	<ul style="list-style-type: none"> give one or two pieces of evidence to support the point they are making. 		<ul style="list-style-type: none"> Can you explain why...? Can you give me evidence from somewhere else in the text? What do these words mean and why do you think that the author chose them? How does the author make you feel? What impression do you get from these paragraphs?
	Autumn	Spring	Summer	
Predict (predict what might happen)	<ul style="list-style-type: none"> predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> support predictions with relevant evidence from the text. 	<ul style="list-style-type: none"> confirm and modify predictions as they read on 	<ul style="list-style-type: none"> Which stories have openings like this? Do you think that this story will develop the same way? Why did the author choose this setting? Will that influence the story?
	Autumn	Spring	Summer	
Relate (identify/explain how information is related and contributes as a whole)	<ul style="list-style-type: none"> provide increasingly reasoned justification for my views recommend books for peers in detail 	<ul style="list-style-type: none"> begin to distinguish between fact and opinion identifying how language, structure and presentation contribute to meaning think about different texts which are about similar themes and which one is better and why. 	<ul style="list-style-type: none"> discuss and evaluate how authors use language, including figurative language, considering the impact on the reader explain and discuss their understanding of what they have read, including through formal presentations and debates 	<ul style="list-style-type: none"> What is similar/different about two characters? Did the author intend that? Explain why... did that. Describe different characters' reactions to the same event. Does this story have a moral? Which is better and why? How is the text organised and what impact does this have on you as a reader? Why has the text been written this way? • How can you tell whether it is fact and opinion? How is this text similar to the writing we have been doing? How does the author engage the audience?

	Autumn	Spring	Summer	
Explore (choice of words and phrases)	<ul style="list-style-type: none"> • read around the word' and explore its meaning in the broader context of a section or paragraph. 	<ul style="list-style-type: none"> • evaluate the authors use of language • investigate alternative word choices that could be made 	<ul style="list-style-type: none"> • begin to look at the use of figurative language • re-write passages using alternative word choices 	<ul style="list-style-type: none"> • By writing..., what effect has the author created? Do you think they intended to? • How has the author made you/this character feel by writing...? Why? • Can you rewrite this in the style of the author using your own words? • How have simile and metaphor been used here to enhance the text?
Compare (comparisons within the text)	<ul style="list-style-type: none"> • compare characters in this text and with reference to others 	<ul style="list-style-type: none"> • compare settings, themes and other aspects 	<ul style="list-style-type: none"> • identify themes across a wide range of writing 	<ul style="list-style-type: none"> • Can you find a text with a similar theme? • Can you find comparisons with... • How is this similar to... • Can you think of another story with a similar theme? How do their plots differ?