

Word Reading	Comprehension
As above and: ▶ Read books at an age appropriate interest level. (see library record book-ongoing). ▶ Work out unfamiliar words by focusing on all letters in the word, <i>e.g.</i> not reading <i>invitation</i> for <i>imitation</i>. ▶ Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change <i>e.g.</i> <i>un+happy+ness</i>, <i>dis+repute+able</i>, <i>dis+respect+ful</i>, <i>re+engage+ment</i>. ▶ Use suffixes to understand meanings <i>e.g.</i> <i>-cious</i>, <i>-tious</i>, <i>-tial</i>, <i>-cial</i>. ▶ Read and understand words from the Year 6 list (selected from the statutory Year 5/6 word list) – see below. (see back of Literacy books -ongoing) ▶ Use etymology to help the pronunciation of new words <i>e.g.</i> <i>chef</i>, <i>chalet</i>, <i>machine</i>, <i>brochure</i> – <i>French in origin</i>.	As above and: Maintaining positive attitudes to reading ▶ Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction ▶ Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves- ▶ Independently read longer texts with sustained stamina and interest. ▶ Recommend books to their peers with detailed reasons for their opinions. ▶ Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures- ▶ Learn a wider range of poems by heart – ▶ Prepare poems and play scripts to read aloud and perform using dramatic effects. Understanding texts they read independently and those which are read to them ▶ <u>Explain the meaning of new vocabulary within the context of the text.</u> ▶ <u>Demonstrate active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group.</u> ▶ Use a reading journal to record on-going reflections and responses to personal reading. ▶ Explore texts in groups and deepen comprehension through discussion- ▶ <u>Provide reasoned justifications for their views.</u> ▶ Justify opinions and elaborate by referring to the text ▶ Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence ▶ Predict what might happen from information stated and implied. ▶ <u>Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text.</u> ▶ Make comparisons within and across texts ▶ Compare characters within and across texts. ▶ Compare texts written in different periods. ▶ Recognise themes within and across texts <i>e.g.</i> <i>hope</i>, <i>peace</i>, <i>fortune</i>, <i>survival</i>. ▶ Distinguish between statements of fact or opinion across a range of texts ▶ <u>Skim for gist.</u> ▶ <u>Scan for key information e.g. identify words and phrases which tell you the character is frustrated, or find words/phrases which suggest that a theme park is exciting.</u> ▶ <u>Use a combination of skimming, scanning and close reading across a text to locate specific detail.</u> ▶ <u>Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects.</u> ▶ Analyse the conventions of different types of writing <i>e.g.</i> <i>use of dialogue to indicate geographical and/or historical settings for a story.</i> ▶ Identify how language, structure and presentation contribute to meaning <i>e.g.</i> <i>persuasive leaflet, balanced argument.</i> Evaluating the impact of the author's use of language ▶ Explore, recognise and use the terms personification, analogy, style and effect. GR – poems wk beg 7.1.19 ▶ <u>Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.</u> Participating in discussion and debate ▶ Participate in discussions about books, 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. ▶ Prepare formal presentations individually or in groups. ▶ Use notes to support presentation of information. ▶ Respond to questions generated by a presentation. ▶ Participate in debates on issues related to reading (fiction/non-fiction).