

Medium term plan for Reading



Year 5	Objectives to be simmering throughout the year.
	<ul style="list-style-type: none">• Applies phonic knowledge, including alternative representations for phonemes, when reading unfamiliar words.• Use knowledge of how a dictionary is structured to find out the meaning of words.• Reads aloud more complex books, including those beyond their chronological age.• Reading is seen as a pleasurable activity• Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.• Listens to and discusses a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently• Participates in discussion about what is read to them, taking turns and listening to what others say.• Explain how a story, poem or non-fiction topic makes them feel.• Give an opinion about a story and give reason for this.• Answer literal or deductive questions about a range of different kinds of books and texts, using clues and information from different parts of the text where these are clearly signposted.• Drawing inferences such as characters' feelings, thoughts and motives from their actions.• Discuss interesting vocabulary on a page of text and, with support, can explain in simple terms the effect the word has on the reader.• Confidently reading aloud and performing with clear intonation to show understanding.• When reading silently, checking that the text makes sense by questioning unfamiliar words or phrases.• Choose from a wider range of books including new authors not previously chosen.• Justifying predictions with evidence from the text• Confidently records and retrieves information from non-fiction using contents and indexes• Using inference and deduction to identify key characteristics of more than one character in a story and to comment on these, using evidence to support views.

	<ul style="list-style-type: none"> • Comment on the effectiveness of the author's choice of language. 		
	Autumn	Spring	Summer
Word Reading	<ul style="list-style-type: none"> • Usually reads fluently with growing confidence and independence. Reads most words and attempts to decode unfamiliar words instinctively. 	<ul style="list-style-type: none"> • Reads fluently, confidently and independently using strategies to work out any unfamiliar word and applying a growing knowledge of root words, prefixes and suffixes (morphology and etymology). 	<ul style="list-style-type: none"> • Reads a wide range of challenging texts that are above chronological age with fluency and understanding.
Literal Comprehension	<ul style="list-style-type: none"> • Retrieving and recording information from non-fiction using contents and index pages • Choosing a wider range of texts including authors that they may not have previously chosen. • Frequently reading both fiction and non-fiction. • Reading silently a variety of texts and discussing what they have read. Checking that the text makes sense by questioning unfamiliar words and phrases. 	<ul style="list-style-type: none"> • Frequently choosing to read for enjoyment both fiction and non-fiction. • Recommending books to others based on own reading experiences. • Demonstrating appropriate intonation, tone and volume when reading aloud to make the meaning clear to the audience. • Demonstrating an increasing familiarity with a wide range of books from different genres. • Checking understanding using a range of 	<ul style="list-style-type: none"> • Summarise main ideas drawn from more than one paragraph, and with support identify at least one key detail that supports main ideas. • Pay close attention to the meanings of words when reading.

	<ul style="list-style-type: none"> • Retell stories and relay main points of sequentially ordered non-fiction texts in correct sequence with different degrees of detail, depending on purpose. • Answer questions about similarities and differences between two chapters of a book. • Accurately track meaning of the text during reading, self-correcting automatically where necessary as part of the reading process. Often understands and explains meaning of an unfamiliar word in context. 	<p>comprehension strategies, explaining and discussing their understanding of what they have read independently,</p> <ul style="list-style-type: none"> • Understanding the conventions of different types of writing, using some technical terms when discussing texts. • In using non-fiction, accurately retrieving information using contents pages and indexes, summarising and recording information found. • Recognising themes and making comparisons of characters, settings, themes and other aspects within a text. • Select and sort information from a range of sources and, with minimal support, record this information. 	
Inference	<ul style="list-style-type: none"> • Draw inferences such as characters' feelings, thoughts and motives from their actions, and 	<ul style="list-style-type: none"> • Identify the character from whose point of view the story is told, and can infer that 	<ul style="list-style-type: none"> • Identify some similarities and differences between two versions of a traditional tale.

	<p>with support, can justify inferences, including some that are less clearly suggested by the text.</p> <ul style="list-style-type: none"> • Make more detailed predictions drawing on details from the text, with some prompting if necessary. • Distinguish between statements of fact and opinion when both are included in a text. 	<p>character's feelings, thoughts and motives from their actions, often justifying inferences with evidence.</p> <ul style="list-style-type: none"> • Predict what might happen to a character using evidence implied by other characters' reactions and viewpoints. • Distinguish between facts and opinions when both are included in a sentence. 	<ul style="list-style-type: none"> • Predict what might happen next in a story, sometimes using complex clues drawing on more than one aspect of the plot or of character. • Use information from a text to draw straightforward inferences about how ideas are related. • Navigating and efficiently retrieving a variety of information from a variety of fiction and non-fiction sources.
<p>Responding to the Text</p>	<ul style="list-style-type: none"> • Recommending texts based on personal choice, giving reasons for these choices. • Prepare poems and play scripts to read aloud, planning appropriate intonation, tone and volume so that the meaning is clear to an audience. • Present information they have found out from a book or other source, maintaining a focus on the topic. 	<ul style="list-style-type: none"> • Recommend books to peers, usually giving clear reasons for their choices. • Work in a group to prepare poems and play scripts to read aloud, usually planning appropriate intonation, tone and volume so that the meaning is clear to an audience. • Provide justifications for their views. • Discuss their 	<ul style="list-style-type: none"> • Participate in discussions about books, and with support can build on their own and others' ideas.

		<p>understanding of what they have read, including through formal presentations, maintaining a focus on the topic, and with support can use simple notes.</p>	
Language for Effect	<ul style="list-style-type: none"> • Provide reasoned justifications for their views in response to prompts. • Independently use a dictionary to quickly check the meaning of a word that is unfamiliar to them, and can then explain the word's meaning to someone else. 	<ul style="list-style-type: none"> • Discuss how the author's style affects the reader's understanding of the text, in cases where this is signalled straightforwardly in the text. 	<ul style="list-style-type: none"> • Participate in discussion about an author's choice of language and show understanding of how some language choices affect the reader's understanding.
Themes and Conventions	<ul style="list-style-type: none"> • Identify some of the ways in which fiction and non-fiction texts are structured and sometimes identify why the author might have chosen this structure. 	<ul style="list-style-type: none"> • Identify and discuss themes and conventions in and across selected texts. 	<ul style="list-style-type: none"> • Read for a range of purposes. • Identify some of the ways in which fiction texts are structured, e.g. through use of chapters, and can say why this is effective. • Identify how language, structure and presentation contribute to meaning in a range of straightforward texts.