



Word Reading	Comprehension
<p>As above and:</p> <ul style="list-style-type: none"> ■ Use knowledge of root words to understand meanings of words. ■ Apply knowledge of prefixes to understand meaning of new words. ■ Use suffixes to understand meanings e.g. <i>-ant, -ance, -ancy, -ent, ence, -ency, -ible, -able, -ibly, -ably.</i> ■ Read and understand meaning of words on Y5/6 word list – see bottom. ■ Use punctuation to determine intonation and expression when reading aloud to a range of audiences. 	<p>As above and:</p> <p>Maintain positive attitudes to reading and understanding what they read by:</p> <ul style="list-style-type: none"> ■ Listening to and discussing a range of fiction/poetry/non-fiction which they might not choose to read themselves. ■ Regularly listening to whole novels read aloud by the teacher from an increasing range of authors. ■ Exploring themes within and across texts e.g. loss, heroism, friendship. ■ Making comparisons within a text e.g. characters' viewpoints of same events. ■ Analysing the conventions of different types of writing e.g. <i>use of first person in autobiographies and diaries.</i> ■ Recommending books to their peers with reasons for choices. ■ Reading books and texts that are structured in different ways for a range of purposes. ■ Expressing preferences about a wider range of books including modern fiction/traditional stories/myths/legends. ■ Learning a wider range of poems by heart. ■ Preparing poems and playscripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. <p>Understand what they read by:</p> <ul style="list-style-type: none"> ■ Checking that the book makes sense to them and demonstrating understanding e.g. <i>through discussion, use of reading journals.</i> ■ Exploring meaning of words in context. ■ Demonstrating active reading strategies e.g. <i>generating questions to refine thinking, noting thoughts in a reading journal.</i> ■ Inferring characters feelings, thoughts and motives from their actions and justifying inferences with evidence. ■ Predicting what might happen from information stated and implied. ■ Re-read and reads ahead to locate clues to support understanding. ■ Scanning for key words and text marking to locate key information. ■ Summarising main ideas drawn from more than one paragraph and identifying key details which support this. ■ Identifying how language, structure and presentation contribute to meaning e.g. <i>formal letter, informal diary, persuasive speech.</i> <p>Discuss and evaluate how authors use language including figurative language, considering the impact on the reader</p> <ul style="list-style-type: none"> ■ Exploring, recognising and using the terms metaphor, simile, imagery. ■ Explaining the effect on the reader of the authors' choice of language. <p>Distinguish between statements of fact or opinion within a text.</p> <p>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.</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 by:</p> <ul style="list-style-type: none"> ■ Preparing formal presentations individually or in groups. ■ Using notes to support presentation of information. ■ Responding to questions generated by a presentation. ■ Participating in debates on an issue related to reading (fiction or non-fiction). <p>Provide reasoned justifications for their views by:</p> <ul style="list-style-type: none"> ■ Justifying opinions and elaborating by referring to the text. (Point + Evidence + Explanation).