**Key Learning in Reading: Year 5**

<table>
<thead>
<tr>
<th>Word Reading</th>
<th>Comprehension</th>
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<td>As above and:</td>
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<tr>
<td>• Use knowledge of root words to understand meanings of words.</td>
<td>Maintain positive attitudes to reading and understanding what they read by:</td>
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<tr>
<td>• Apply knowledge of prefixes to understand meaning of new words.</td>
<td>• Listening to and discussing a range of fiction/poetry/non-fiction which they might not choose to read themselves.</td>
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<td>• Use suffixes to understand meanings e.g. -ant, -ance, -ancy, -ent, -ence, -ible, -able, -ibly, -ably.</td>
<td>• Regularly listening to whole novels read aloud by the teacher from an increasing range of authors.</td>
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<tr>
<td>• Read and understand meaning of words on Y5/6 word list – see bottom.</td>
<td>• Exploring themes within and across texts e.g. loss, heroism, friendship.</td>
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<td>• Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</td>
<td>• Making comparisons within a text e.g. characters’ viewpoints of same events.</td>
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- Analysing the conventions of different types of writing e.g. *use of first person in autobiographies and diaries.*
- 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.

Understand what they read by:

- Checking that the book makes sense to them and demonstrating understanding e.g. *through discussion, use of reading journals.*
- Exploring meaning of words in context.
- Demonstrating active reading strategies e.g. *generating questions to refine thinking, noting thoughts in a reading journal.*
- 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. *formal letter, informal diary, persuasive speech.*

Discuss and evaluate how authors use language including figurative language, considering the impact on the reader

- Exploring, recognising and using the terms metaphor, simile, imagery.
- Explaining the effect on the reader of the authors’ choice of language.
- Distinguish between statements of fact or opinion within a text.

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.

- Justifying opinions and elaborating by referring to the text. (Point + Evidence + Explanation).