Year 5 Reading Comprehension Curriculum

Develop positive attitudes to reading	
Key Objective/Skill	**Key approach(es)?**
1a. Take pleasure in reading: Develop positive attitudes to reading and enjoy listening to books read to them	**Story time**
Year 5: Listen to texts read to them. Read favourite authors and choose books to read on the recommendation of others	**Accelerated Reader (AR) texts** **Topic** **Book days**
1b. Read independently and in groups. Enjoy listening to books read to them.	**Independent reading of AR texts**
ALL YEARS: Read independently and in groups and enjoy listening to books read to them.	**Book corner** **Guided reading (reciprocal reading roles)** **Storytime** **Topic** **1:1 reading time** **Book days**
1c. Discuss books: Participate in discussion about what is read to them, taking turns and listening to what others say.	**Guided reading**
Year 5: Talk about books referring to details and examples in the text	**English texts** **Assemblies based on books/stories** **Reading as a reader (T4W)** **Library time** **1:1 reading time** **Book days** **Paired reading**
1d. Extend their range of reading.	**Accelerated Reader (AR) texts**
Year 5: Plan personal reading goals which reflect their interests and extend their range	**Topic** **Library time** **Book days** **1:1 reading time**

Skills and strategies to read for understanding

Key Objective/Skill	Key approach(es)?	Teaching suggestions?
2a. Use prior knowledge to support understanding. **Year 5:** Use background knowledge or information about the topic or text type to establish expectations about a text. Compare what is read to what was expected.	• **Guided reading (reciprocal reading roles)**	• **Begin reading by discussing what is already known about a topic or event** • **Encourage children to make links between their reading and their own experience** • **Consider what is known or might be expected from other, similar texts** • **Use prior knowledge to inform predictions and speculations about a text, (but be prepared to modify these in the light of what you actually read)** • **When reading non-fiction texts, discussing prior knowledge should lead easily into identifying questions that the group need answering. Use KWL grids to collect what is known.** • **Expect children to discuss how their prior knowledge was useful, or not, as they read through the text**
2b. Check that books make sense to them **Year 5:** Develop an active attitude towards reading: seeking answers, anticipating events, empathising with characters and imagining events that are described.	• **Independent reading of AR texts (incl. quizzes)** • **Guided reading (reciprocal reading roles)** • **Storytime** • **Topic** • **1:1 reading time**	• **Poetry and books with hidden meanings** • **Model putting a text's meaning into your own words and expect chn to do the same.**
2c. Ask questions to improve their understanding. **Year 5:** Identify aspects of a text they are not clear about. Ask questions to clarify their understanding or research the topic to find out more.	• **Guided reading (reciprocal reading roles)**	• **Explore what makes a good question?** • **Questioner role** • **Question matrix (resource on common)** • **Model different question stems e.g. 'I wonder why…?'** • **See, think, wonder** • **Quescussion** • **Use statements about the text (chn agree/disagree/undecided)** • **Encourage and model higher order questions** • **Different questions types: 'right there' 'think about' and 'find out'** • **In independent work, chn tabulate things character said or done and then use chart to answer questions such as 'what did you think of…then?' or 'Do you think that was the right decision to make? Why/why not?'** • **What know for certain? What think might be happening? What hints are you picking up?** • **All you need is three questions** • **Question quadrants, tables and Book Talk** • **Blooms taxonomy of questions**

2d. Skim, scan and read closely **Year 5:** Locate information accurately through skimming to gain an overall sense of the text. Scan a text to gain specific information. Use the skills of skimming and scanning to identify sections of text to read more carefully and re-read/ read on as appropriate.	• **Guided reading (reciprocal reading roles)**	• Support chn to identify the key word or phrase they should be looking for in a text to answer a question • PMI tables
2e. Use strategies to locate or infer the meaning of unfamiliar words **Year 5:** Identify when they do not understand the vocabulary used in a text and need to clarify the meaning. Give increasingly precise explanations of word meanings that fit with the context of the text they are reading. Check the plausibility and accuracy of their explanation or inference of the word meaning.	• **Independent reading of AR texts (incl. quizzes)** • **Guided reading (reciprocal reading roles)** • **1:1 reading time**	• Explain how to use glossary • Recognise when a word is not explained by context and dictionary required • Ensure new words learnt are used frequently in class through English work, Word Aware work and short quizzes Focus on ways to celebrate new words e.g. word walls • Word games: 'Countdown corner', 'Which definition?' and 'Juxtapose words'

2f. Annotate text
 	
Year 5: Annotate a text to identify key information or identify elements they don't understand or want to revisit or explore further.
Note key points of what has been read, using simple abbreviations, diagrams or other simple marking system.
Use these as the basis of
follow up and discussion if appropriate.
	• **Guided reading (reciprocal reading roles)**
	• **Topic**
	• **Reading as a reader (T4W)**
		• Use the Thameside colours for word classes
		• <u>Annotation key:</u>
		   Circle words with unfamiliar meaning
		   Underline info for retrieval question answers
		   Wavy line under the info for an inferential question answers
		   Identify 'find out more/wonder' questions
		   Box around significant moments when characters speak to each other
		   Make simple summaries or marginal notes every 2 or 3 paragraphs

2g. Visualise their understanding of what they read **Year 5:** Re-present information from a text graphically. Comment on the illustrations and graphic representations they encounter in texts, linking their comments back to the text itself.	• **Guided reading (reciprocal reading roles)**	• Read a description of a character/creature and draw it, adding labels • Talk to the chn about 'picturing' scenes and event s in their minds as they read • Compare own ideas with the illustrations in a text • Act out and freeze frame scenes from a text • Emotions mapping
2h. Make predictions **Year 5:** Make regular and increasingly plausible predictions as they read, modifying their ideas as they read the next part of the text.	• **Guided reading (reciprocal reading roles)** • **Reading detectives**	• Reciprocal reading • Stop regularly to allow chn to predict and give opportunity to modify predictions once read a bit more. • Predictions based on evidence • In non-fiction, make use of clues e.g. sub-headings to support predictions • Enable chn to review predictions to identify where texts have changed direction • Model the language of predictions • Model/show that good predictions are based on clues and are 'grounded speculations'
2i. Summarise understanding **Year 5:** Make regular, brief summaries of what they've read, identifying the key points. Summarise a complete short text or substantial section of a text. Summarise what is known about a character, event or topic, explain any inferences and opinions by reference to the text	• **Guided reading (reciprocal reading roles)**	• Reciprocal reading role • Summaries do not need to be of large sections of text, little and often is best • Use chn's over detailed accounts as the starting point for making briefer oral summaries • Highlight value of paragraph topic sentences to summaries • Set constraints e.g. can you summarise this section in 3 sentences? • Get chn to explain why a particular piece of info is 'key' to understanding • Challenge chn to complete summaries where chn have left out key info.
2j. Adapt reading strategies for different purposes or according to the text type **Year 5:** Apply the range of reading strategies to different reading tasks or circumstances, e.g. skimming a text to gain an overview, slow careful reading and re-reading to grapple with the meaning of a poem, presentation skills in order to perform it	• **Guided reading (reciprocal reading roles)** • **Topic** • **Reading as a reader (T4W)**	• Discuss the most efficient approach e.g. skim reading, reading blurb, first chapter etc to use for a particular task

Understand the vocabulary used in texts

Key Objective/Skill	Key approach(es)?	Teaching suggestions?
3a. Build a wide vocabulary **Year 5:** Distinguish between everyday word meanings and their subject specific use, e.g. the specific meaning of force in scientific texts	• Guided reading (reciprocal reading roles) • Vocabulary journals	• Semantic mapping and word tables • Word walls • Develop a topic dictionary or journaling approach • Use dictionaries in most lessons • Cloze procedure tasks • Reciprocal reading role • Use new words frequently in class discussions and in class work
3b. Use a dictionary effectively **Year 5:** Use dictionaries effectively to locate word meanings and other information about words, e.g. by using alphabetical order, understanding abbreviations, determining which definition is the most relevant to the context. Use a dictionary to check a suggested meaning.	• Guided reading (reciprocal reading roles) • English lessons	• Year Five Dictionaries & Thesaurus Guidelines: - I can spell words with silent letters, e.g. knight, psalm, solemn - I can distinguish between homophones and other words which are often confused - I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary - I can use a range of spelling strategies - I can use grammar and vocabulary to create an impact on the reader
3c. Use strategies to locate of infer the meaning of unfamiliar words **Year 5:** Identify when they do not understand the vocabulary used in a text and need to clarify the meaning. Give increasingly precise explanations of word meanings that fit with the context of the text they are reading. Check the plausibility and accuracy of their explanation or inference of the word meaning.	• Guided reading (reciprocal reading roles) • Reading as a reader (T4W) • 1:1 reading time • AR independent reading	• Semantic mapping and word tables • Lexipedia • Chn are not inhibited to identify unfamiliar vocabulary • Teach children to use useful strategies for inferring the meaning of unfamiliar vocabulary, such as: re- reading the text, reading on the next sentence, making use of glossaries, visualising the scene/ event/ information, deciding on what fits with the context, analysing parts of words for clues, using the syntax of a sentence

Express, record and present their understanding

Key Objective/Skill	Key approach(es)?	Teaching suggestions?
4a. Develop and express their understanding **Year 5:** Contribute to a discussion where a group explore their understanding of a topic raised through reading. Discuss and comment on texts, and present their ideas in appropriate and helpful formats, including graphically.	• Guided reading (reciprocal reading roles)	• Apply a range of oracy discussion models • When children have independently explored ideas about a text, perhaps using a book journal activity, then this can provide a useful starting point for discussion and follow up in guided reading • Drama structures and activities such as freeze frames, conscience alley, thought tapping and forum theatre techniques provide a good starting point for considering why things happen, why something is important and why characters respond as they do. More formal activities like debates, and acting out court room scenes and significant situations will tend to arise from the exploratory work planned. • Focusing a discussion or exploration on key points in a text is likely to prompt more discussion, so look for moments of crisis, disagreements, unanswered questions etc. as starting points for consideration • Many texts explore moral questions and issues. These too provide good discussion starters • Silent discussions-small and large scale
4b. Answer questions about a text and record their understanding **Year 5:** Use different formats to capture, record and explain information about what they have read, e.g. flow charts, for and against columns, matrices and charts of significant information. Recognise different types of comprehension questions (retrieval/ inferential) and know whether the information	• Guided reading (reciprocal reading roles) • AR quizzes	• Break the process for answering a comprehension question down into its constituent steps. Model the process from beginning to end, thinking/talking aloud as you do so. Make sure you demonstrate how to write up the answer - this is an important use of shared reading. Then ask children almost the same question again and expect them to do likewise.

Key Objective/Skill	Key approach(es)?	Teaching suggestions?
required to answer will be explicitly stated or implied in the text. Vary the reading strategies they use to answer questions, depending on the different types asked. Answer questions by explaining their ideas orally and in writing, including questions requiring open- ended responses.		
4c. Justify their ideas about a text **Year 5:** Evaluate a book or section of it, referring to details and examples in a text to back up their judgement and support their reasoning. Identify and summarise evidence from a text to support a hypothesis.	• Guided reading (reciprocal reading roles)	• **See, <u>think</u>, wonder (ensure they back up their idea with the word because)** • **Ask children consistently: ' how do you know?' and challenge unsupported ideas or opinions about a text or element of it** • **Demonstrate how to justify a point of view, backing up the opinion by quoting from the text and summarising the argument succinctly** • **Get children to reflect on which is the best evidence (quotation or paraphrase) from a selection to support an idea about a text. Encourage children to explain their thinking.** • **Give children a collection of quotations from a text (or alternatively get them to highlight all the references in a text to a particular point) and ask them to decide what the collection might suggest or mean. Having agreed the main point, demonstrate how to construct an argument which makes the point and uses the best quotation to back it up. (Deciding on the best is itself an interesting discussion!) Discuss how to paraphrase or sum up the other quotations.** • **Give an opinion about a text or aspect of it and ask children to find the evidence to back up (or challenge) the argument. Following discussion, reflect on the best evidence and how to construct an answer to a formal comprehension question.** • **Speed rating** • **Circle of thoughts and thought circles**

4d. Annotate the text to support their understanding
 	
Year 5: Annotate a text to identify to identify key information or identify elements they don't understand or want to revisit or explore further.
Note key points of what has been read, using simple abbreviations, diagrams or other simple marking system. Use these as the basis of
follow up and discussion if appropriate
	• Guided reading (reciprocal reading roles)
	• Topic
	• Reading as a reader (T4W)
		• **Use the Thameside colours for word classes**
		• <u>**Annotation key:**</u>
		   Circle words with unfamiliar meaning
		   Underline info for retrieval question answers
		   Wavy line under the info for an inferential question answers
		   Identify 'find out more/wonder' questions
		   Box around significant moments when characters speak to each other
		   Make simple summaries or marginal notes every 2 or 3 paragraphs

4e. Demonstrate understanding of stories, poetry and plays through retelling and reciting orally **Year 5:** Distinguish in reading aloud a story, poem or play script, between the narrator and characters, and between different characters. Read, rehearse, evaluate and modify a performance of a story, poem or play script to convey meaning and emotion	• Oral rehearsal (T4W) • KS2 annual poetry slam • Reading as a reader (T4W) • Class assemblies • Productions	• **Children should learn to annotate a text as if it were an actor's script, identifying where to place emphasis, change tone or suggest emotion** • **There are numerous informal audiences available in school – younger and older children, classmates, staff – as well as more formal opportunities to perform – assemblies, performances, open events for parents.** • **Theme cards**

Understand the whole text

Key Objective/Skill	Key approach(es)?	Teaching suggestions?
5a. Identify main ideas and themes in a wide range of books and understand how these are developed over a text **Year 5:** Begin to distinguish between plot events/ details and the main themes in the texts they read. Identify how ideas and themes are explored and developed over a text, e.g. how a story opening can link to its ending or how characters change over a narrative. Explain how a detailed picture can emerge from a non-fiction text by examining different aspects of the topic.	• Guided reading (reciprocal reading roles) • Reading as a reader (T4W)	• **Use language carefully to help readers distinguish between the events and the plot in a narrative and the theme and ideas that the events illustrate** • **Link particular narrative themes to specific text types** • **Use knowledge about how common ideas are used and developed across texts as an aid to making predictions** • **Make use of formats, e.g. emotions graphs, to track the development of an idea or theme over a short text** • **Trace key moments in the development of a theme by skimming, scanning and close reading across specific sections of a text** • **Work in this area needs to focus on change and development. This means looking at key parts or episodes or characters in the text and examining the differences with what was noticed before.** • **Narrative organisation formats – for example, the story mountain, 5 key scenes – provide a useful starting point for identifying differences and changes. Getting an overview of a text helps readers identify where changes occur. Concepts of**

		beginning, middle and end can also be helpful.
		• **Use of comparison charts and tables can help focus attention on similarities and differences**
		• **Theme cards**
5b. Identify how structure and presentation contribute to meaning	• **Reading as a reader (T4W)**	• **Asking children to re-assemble sections of text which have been disassembled (reconstruction activities) is a useful ways of making them pay attention to the features and organisational structure of a text**
Year 5: Compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution.		• **Encourage children to give paragraphs a title as a kind of sub heading or title**
Identify the features of different non-fiction text, including content, structure, vocabulary, style, layout and purpose, e.g. recounts, instructions, explanations, persuasive writing and argument.		• **Ask 'why has the author included this part? Why has she done it like this?'** • **Draw attention to the author's specific way of organising or introducing something by trying out an alternative word/ title/ rhyme etc. Ask 'What difference does the chance make?'**
Read poems by significant poets and identify what is distinctive about the style or presentation of their poems.		
5c. Make comparisons within and across texts	• **Guided reading (reciprocal reading roles)**	To focus on characters, events and information within a text:
Year 5: Make comparisons between the ways that different characters or events are presented.		• **Collect information about different topics against headings**
Compare the way that ideas or themes are presented in different texts or in different versions (including in other media, e.g. film) of the same text		• **Learn to list information and present it in table form. Similarities and differences tables and Venn diagrams are good formats for collecting comparisons and contrasts**
		• **Use true and false formats to explore similarities and differences**
		• **Give children explanations or opinions and ask them to find the information, or 'evidence' to back them up or challenge them**
		• **Ask children to use the information they have collected about a topic to make decisions or choices, e.g. which of these 3 weapons would be better for an army attacking a castle?**
		To look across the text as a whole or compare with other texts:
		• **Similarities and differences tables and Venn diagrams are good formats for collecting comparisons and contrasts**
		• **Look at a number of texts by the same author to tease out comparisons**
		• **Compare texts within the same genre to see similarities and differences**
		• **Comparing a written text with the way that it is presented in another media is a useful starting point for identifying alternative approaches and differences in interpretation and presentation**
		• **With non-fiction texts on the same topic discuss which text is the most useful and/ or trustworthy, depending on the purpose of the reading**
		• **Try acting out scenes from a different point of view**
5d. Identify how language contributes to meaning	• **Guided reading (reciprocal reading roles)**	• **Cloze procedure, particularly when done as a pair activity, is a good way of focusing on alternative language choices and then back on the words an author actually chose to use.**
Year 5: Discuss the meaning of figurative language (metaphors and similes) and idiomatic words and phrases used in a text, beginning to	• **Reading as a reader (T4W)**	• **Focus on shades of meaning that are implied by a particular word choice**
explain the purpose and impact of such choices.		• **Play word and phrase association games – what do you think of when you hear the words …?**
Investigate how writers use words and phrases for effect, e.g. to persuade, to convey feelings, to entice a reader to continue		• **Make up word sums – 'if we add these 2 adjectives to the 2 we collected in the last paragraph, what do they add up to?**
		• **Collect evocative word use, e.g. the adjectives used to describe a character, the verbs used to describe her actions. Is there a pattern in the words chosen? What effect might the author be seeking?**
		• **Focus on the use of figurative language and idioms, e.g. metaphors, similes, embedded metaphors. Check understanding and discuss the effect they have. Talk about the comparisons being made**
5e. Evaluate the text	• **Reading as a reader (T4W)**	• **Encourage children to give reasons for their preferences about a text, e.g. I like this best because …**
Year 5: Analyse the features of engaging or useful texts e.g. effective openings or endings, the presentation and resolution of problems (in		• **Compare key parts of different texts, e.g. openings, and discuss why some work better than others**
narratives), clarity and enthusiasm for a topic in non-fiction.		• **Give children the opportunity to make choices about the texts they read and use and then justify and review them. Ask 'What should we use as the basis for choosing a book to research a topic?' Evolve check lists and criteria**
		• **Find real reasons for children to express opinions, e.g. to make recommendations for others to read, or to suggest a text for the book club to read**

Retrieve information from texts

Key Objective/Skill	Key approach(es)?	Teaching suggestions?
6a. Retrieve information from texts **Year 5:** Establish what is known about characters, events and ideas in narrative and non-fiction texts, retrieving details and examples from the text to back up their understanding or argument. Locate information confidently and efficiently, using the full range of features of the information text being read, including information presented graphically	• **Guided reading (reciprocal reading roles)** • **AR quizzes**	• Use a basic prompt like 'What can you tell me about…?' A basic question such as 'What do we know for certain?' also focuses on retrieval of information which is directly given in the text • Encourage children to visualise their understanding by drawing maps (e.g. the setting of the narrative), diagrams and illustrations of objects, people, and places. These need to be accurate, based on the text and often labelled with wording from the text • When reading information books it is often useful to get children to re-present information in another format, for example as a diagram or graphic • Use prompts such as What did the … do? Describe … What are the reasons given for…? • Retrieval of information directly given in a text can be usefully practised when reading in other subjects
6b. Retrieve the meaning of unfamiliar vocabulary where this is explained in the text **Year 5:** Use a range of strategies, including the context and where necessary a dictionary, to make sense of the words used in a text. Explain the meaning of words used in a text.	• **Guided reading (reciprocal reading roles)** • **Reading as a reader (T4W)**	• Ensure children are not inhibited to identify unfamiliar vocabulary or words they are not certain of the meaning • Use reciprocal reading techniques – particularly the clarify stage – to explore unfamiliar vocabulary • Teach children to use useful strategies to locate the meaning of unfamiliar vocabulary, such as: re- reading the text, reading on the next sentence, making use of glossaries, visualising the scene/ event/ information, deciding on what fits with the context, analysing parts of words for clues, using the syntax of a sentence • Annotate a text to identify unfamiliar words so they can reconsider their meanings later • Get children to check the meaning given in a dictionary for sense or plausibility by looking back at the original text. • When children already know a word meaning, encourage them to check the sense of the definition in the specific context • Help children to be aware of the strategies they use to locate meanings of unfamiliar words • Use language and grammatical terms consistently to talk about vocabulary, working out strategies and dictionary use.
6c. Identify how language, structure and presentation contribute to meaning **Year 5:** Use knowledge of different organisational features of texts to find information effectively. Comment on how information is presented on the page.	• **Guided reading (reciprocal reading roles)** • **Reading as a reader (T4W)**	See 'Reading to find out' strand.
6d. Ask retrieval questions about a text **Year 5:** Ask questions to clarify their understanding of words, phrases, events and ideas in different texts	• **Guided reading (reciprocal reading roles)**	• Ask retrieval questions (or explain the task) before reading a section of text – in that way children read the text with the question in mind. • Identify 'right there' questions, so that children begin to recognise the types of literal retrieval questions and to know that they are looking for information which is directly given in the text. • Asking questions is a core part of reciprocal reading • All you need is three questions • Question quadrants, tables and Book Talk
6e. Distinguish between fact and opinion (Y5&6 only) **Year 5:** In persuasive writing and other texts investigate how language is used to present opinion. Distinguish between fact, opinion and fiction in different texts, e.g. biography, autobiography, argument.	• **Reading as a reader (T4W)** • **English and topic lessons**	• List words and sayings which express approval or disapproval and explore shades of meaning, e.g. from most to least positive • Investigate character's opinions of other characters by acting out scenes, 'thoughtscaping' characters (identifying what a character really thinks as opposed to what she/ he says) • Explore how descriptions of settings and places convey a mood or atmosphere, contrast how this is done through colour, music and sound in films • Investigate how authors show rather than tell • Examine non narrative texts, e.g. restaurant menus, advertisements, which express enthusiasm or opinion in implicit ways • Explore how authors express opinions through their word choices as well as through explicit statements • Enjoy texts which are written with a strong narrative voice, e.g. The True Story of the Three Little Pigs and discuss how this changes the traditional story

Inferential understanding

Key Objective/Skill	Key approach(es)?	Teaching suggestions?
7a. Infer from what characters say and do **Year 5:** Understand what is implied about characters and make judgements about their motivations and attitudes from the dialogue and descriptions.	• **Guided reading (reciprocal reading roles)** • **Reading as a reader (T4W)**	• Encourage the language of speculation, but also the reference back to the text to check • Use drama activities to explore the difference between saying and meaning, e.g. thought tracking, role on the wall, and exploring the motivation behind action, e.g. hotseating, thought tracking, forum theatre • Draw and label pictures which illustrate key moments in a text when a character is at a point of crisis • Make emotions graphs/ maps to track characters' changing feelings at critical moments of the text • Act out passages from a text, particularly passages with dialogue, tying out different expressions to interpret what characters are thinking and feeling • Discuss what motivates characters to act as they do • Present a very strong opinion about a character and ask children to find the evidence to either support the opinion or contradict it • Focus on moments of crisis or change – what can we infer about what a character is thinking and feeling at this point. What are we basing our inferences on? • Link any practical investigative activities back to the text, in order to check the whether interpretations are consistent with the text • Demonstrate to children how to take their ideas and inferences about a character and construct an extended answer to a comprehension question • Freeze frame and caption
7b. Predict what might happen **Year 5:** Learn to anticipate events based on their own experience, what has been read so far and knowledge of other similar texts. Discuss the plausibility of their predictions and the reason for them.	• **Guided reading (reciprocal reading roles)** • **Reading detecttives**	• Reciprocal reading • Stop regularly to allow chn to predict and give opportunity to modify predictions once read a bit more. • Predictions based on evidence • In non-fiction, make use of clues e.g. sub-headings to support predictions • Enable chn to review predictions to identify where texts have changed direction • Model the language of predictions • Model/show that good predictions are based on clues and are 'grounded speculations'
7c. Identify how language … contribute(s) to meaning: How meaning is conveyed through the writer's language choices **Year 5:** Identify and discuss idiomatic phrases, expressions and comparisons (metaphors, similes and embedded metaphors) met in texts, considering why authors might have used them. Consider the language used in a text and pick up the implications and associations being made by the writer.	• **Guided reading (reciprocal reading roles)** • **Reading as a reader (T4W)**	**Focusing on word choices:** • In shared reading think aloud and speculate about an author's word choice • Use cloze procedures to focus on particular word choices. Remove or cover interesting words, or a particular word class, e.g. adjectives, from a short section of text. Ask children to work in pairs or small groups to discuss what will fit or will make sense in the context. (The pair work rather than individual work is important in order to emphasise the need to discuss). Emphasise 'the best word' rather than the first word that makes sense. Consider alternatives, then refer back to the author's original choices – and explore how and why they might differ from the children's ideas • Encourage children to read text aloud as if they were actors interpreting a script. How will they read particular passage or words? What kind of emphasis or tone of voice? Encourage children to listen to each other or record their attempts and discuss why particular words might be read in particular ways. • Collect clusters of words used in a text of a similar type, e.g. all the adjectives used to describe the building, or the words and phrases linked to a particular theme, topic or event. Ask: what do they notice about what they have collected? For example: 'Why might an author have used such violent words associated with stormy weather about …?' • Teach children to word associate on significant words used in a text • Use prompts like What does the word … imply about …? Which words suggest that (the king was a cruel man)? How did the choice of words create a feeling of …? What do phrases such as … tell you about …? Why did the author choose to use verbs such as … and …? • Get children to highlight the words and phrases which create a particular atmosphere or feeling. Then working in a group get them to compare ideas and discuss how the language has created the effect. • Sometimes it is better to give children a possible explanation / reason for using a particular pattern of words and phrases and ask them to support or contradict your argument, e.g. What words tell you that … was upset?. • Represent words from a text graphically, according to how often particular words are used in a text or to describe a character. • Get children to think about whether a writer's choices of words are implying a point of view. Ask for example do you think

		the writer admires…(the Celts more than the Romans)? **Focusing on figurative language** • **Use the meta or technical language to talk about metaphors, similes etc.** • **Make a collection of favourite sayings used by or about a character** • **Use prompts like Why did the author use this (simile)? What is being compared here? How did the metaphor help you understand? (A character) keeps saying 'it takes one to know one'. What does he mean? What does it suggest about him?** • **Try inventing alternative metaphors or similes to describe or compare ideas or events from a text. How successful are the suggestions in saying something in a fresh, interesting way and implying something more about the things being compared?** • **Use reciprocal reading approaches (particularly the clarify and question stages) to focus on challenging vocabulary or the implied meanings of phrases)**
7d. Ask inferential questions **Year 5:** Recognise where they don't understand why something happens in a text and ask questions to clarify their understanding.	• **Guided reading (reciprocal reading roles)**	• **Use reciprocal reading – particularly the questioning stage – as a prime strategy for encouraging children to ask questions** • **Discuss the difference between what a character says and means** • **Encourage children to 'put themselves into the picture' and think what questions they would ask if that event was happening to them** • **Help them to question important events or moments of crisis in a text – why did it happen? Would they have behave the same way? Who is to blame?** • **Encourage children to ask why questions of the topics they read about** • **Drama strategies like thought tracking and freeze frame are effective ways of exploring the gap between what is said and thought and often raises pertinent questions about characters and what they do** • **Ensure that questions that are raised by readers are taken seriously and discussed. At times it might be necessary to re-read sections of text to find an answer. Conversely the group may need to learn to 'hold onto' a question until the answer becomes clearer as they read further.** • **All you need is three questions** • **Question quadrants, tables and Book Talk**
7e. Adapt reading strategies in order to make inferences **Year 5:** Link what they read to what they know (prior knowledge and experience), their knowledge of texts, and to what they have read in previous sections, to make inferences and deductions. Know how to gain a rapid overview of a text, e.g. by skimming and scanning, and how and when to read slowly and carefully. Build 'thinking time' into their reading, identifying questions that they want answered. Summarise their current understanding at regular intervals when reading an extended text.	• **Guided reading (reciprocal reading roles)**	• **Demonstrate in shared reading how a good reader might adapt their reading strategies to different purposes. Talk through how to 'activate prior knowledge' succinctly, for example, without getting too bogged in detailed explanations.** • **Ensure a repeated focus on skimming/ scanning/ close reading as these are an essential set of skills.**

Reading to find out

Key Objective/Skill	Key approach(es)?	Teaching suggestions?
8a. Retrieve and record information from non-fiction texts **Year 5:** Locate information confidently and efficiently, using the full range of features of the information text being read, including information presented graphically. Use different formats to capture, record and explain information about what they have read, e.g. flow charts, for and against columns, matrices and charts of significant information.	• **Guided reading (reciprocal reading roles)** • **Reading as a reader (T4W)** • **AR quizzes** • **Topic**	• **Ask retrieval questions before reading a section of text – in that way they read the text with the question in mind. Similarly explain a task before the children read, e.g. I will want you to find 2 pieces of information about (the way a river develops from its source). As you read look out for ideas you can share.** • **Use a basic prompt like: What can you tell me about…?** • **Identifying 'right there' questions, so that children begin to recognise literal retrieval questions which are looking for information to be directly found in a text. Children could be taught to colour code these questions and the information relevant to answer them.** • **Get children to discuss which part of a text to focus on before they look for the information they need to retrieve. Which part of the text will we need to look for information about …? Which sentence told us …?** • **Encourage children to visualise their understanding by drawing maps (e.g. of the places mentioned in the text), diagrams and illustrations of objects, peoples and places. These need to be accurate – i.e. based on the text, or labelled with the wording from the**

		text so the reference is clear.
		• In information books, understanding is often best expressed by asking readers to re-present detail in another format, for example in diagrammatic or graphic format • Use prompts such as What did the …do? Describe.. What are the reasons given for …? • Encourage children to find and copy, match, sequence etc. using the words and phrases from the text **When recording information:** • Represent ideas, where appropriate, in graphic and diagrammatic form, e.g. timelines, mind maps etc., adding labels to explain • Use these graphic representations as a starting point for discussion in guided reading, asking children to explain and justify their ideas and • representations • Demonstrate to children how to develop a written account, answer to a question or presentation, using their notes, graphics
8b. Ask questions to find out **Year 5:** Prepare for research by identifying what they already know and what they need to find out. Plan their inquiry or research in the light of these questions. Adapt their questions as they read	• **Guided reading (reciprocal reading roles)** • **Topic**	• Promote children's oral questioning as part of the reciprocal reading approach • Prompt children to ask different sorts of questions, both retrieval and inferential • Give as much attention to the asking of good questions as to the answering of them • Display prompt sheets of good questions to ask about a topic
8c. Identify how the structure and presentation of non-fiction texts contributes to meaning **Year 5:** Identify the features of different non-fiction texts, e.g. recounts, instructions, explanations, persuasive writing and argument, including content, structure, vocabulary, style, layout and purpose. Discuss the way that writers of non-fiction match text structure to their intentions.	• **Reading as a reader (T4W)** • **English and topic lessons**	• The features of non-fiction texts which help readers locate information include: contents, index, sub- headings, alphabetical order and page numbers. • As well as introducing and explaining these structural features, teachers will need to demonstrate how writers use presentational features such as layout, diagrams, captions, hyperlinks and bullet points in order to find information effectively. • It is important to identify and use these features but also encourage children be critical of how they are used – the emphasis should be less on whether the features are used in a text, but focused rather on how well these features help the writer express ideas clearly and help the reader understand the topic being introduced
8d. Identify how language…contributes to meaning **Year 5:** Investigate the use of language in different types of information text, e.g. words and phrases which signal a point of view in persuasive texts, how encyclopaedia convey authority. Compare the explanations or definitions given for technical or subject specific words and phrases in non-fiction texts	• **Reading as a reader (T4W)** • **English and topic lessons**	Non -fiction reading provides a good opportunity to introduce and develop understanding of subject specific or topic specific vocabulary. It is important to remember though that a single encounter with a word is not sufficient to embed it within our working vocabularies – so repeated opportunities to use and discuss specific language choices must be created. As well as topic vocabulary, the language used to introduce readers to the subject and maintain their interest, e.g. in newspaper reports or autobiographies, needs to be identified and discussed. The non-fiction curriculum should include instructions, letters, diaries, and autobiographies as well as the range of non-narrative texts used as part of work across the curriculum.
8e. Strategies for reading non-fiction text **Year 5:** Clarify unfamiliar vocabulary met in information texts. Apply the range of reading strategies to reading information texts i) thinking about what they already know; ii) skimming to gain an overall sense of the text; iii) scanning to locate specific information; iv) close reading to develop understanding; v) text marking. Plan research in other subjects, considering how best to read different sources, and find and record the information they need	• **Guided reading (reciprocal reading roles)** • **Topic**	• Demonstrate the process of applying reading skills to find an answer and recording answers using different formats through shared reading • Remind readers of the range of strategies they might use to locate information as a prelude to research and independent reading • Focus on and demonstrate the different reading strategies in topic/ cross curricular lessons, wherever a text is used to support learning • Non- fiction texts are particularly useful contexts for teaching and practising the key strategies of 'activating prior knowledge', and skimming, scanning and close reading • The recording of answers will use appropriate formats like timelines, tables etc.
8f. Distinguish between fact and opinion (Y5&6 only) **Year 5:** In persuasive writing and other texts investigate how language is used to present opinion. Distinguish between fact, opinion and fiction in different texts, e.g. biography, autobiography, argument.	• **Reading as a reader (T4W)** • **English and topic lessons**	See 'Retrieve information from texts' strand.