Year 5 Reading Overview

Autumn	Spring	Summer
Poetry	**Poetry**	**Poetry**
2a – Word meaning	**2a – Word meaning**	**2a – Word meaning**
2b – Fact retrieval	**2b – Fact retrieval**	**2b – Fact retrieval**
2d – Inference	**2d – Inference**	**2d – Inference**
2e - Prediction	2c – Summarising	Book Journal
	2h - Comparing	2g – Language Choice
		2f – Text as a whole

I can read, enjoy, understand and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
I can read, enjoy and understand a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from the past and books from other cultures or traditions.
I can write or give a detailed book review including reasons why I would recommend the book.
I can discuss and compare events, structures, issues, characters and plots of stories, poems and information texts.
I can discuss and compare events, issues and characters within a book.
I can prepare poems and plays to read aloud and perform. I can change my voice to make them sound more interesting to listen to and make the meaning clear.
I can understand what I am reading by checking the book makes sense and finding the meaning of new words.
I can ask sensible and interesting questions about the texts to help me understand them more.
I can explain characters' feelings, thoughts or reasons for their actions. I can explain my thoughts with evidence from the text.
I can predict what might happen in increasingly complex texts by using evidence from the text.
I can talk about why authors use language, including figurative language, and the impact it has on the reader.
I can tell the difference between statements of fact and opinion.
I can find and write down facts and information from non-fiction texts.
I can read aloud and understand the meaning of at least half of the words on the Year 5/6 list.

Year 5 Reading Overview

Essential Skills for the Big Three

Word Meaning	Fact Retrieval	Inference

• Continue to develop the ability to use a dictionary and other resources to find word meaning.
• Apply knowledge of the structure of a word (prefix, root, suffix) to help understand word meaning.
• Recognise whether a word meaning is appropriate or not for the context of the sentence(s). Use this as a checking strategy.
• Be able to choose the word closest in meaning to another based on the context in which it has been used.
• Generate an alternative word for one being used in the text.
• Start to develop strategies for using context clues to understand new words:
    • using synonyms and antonyms (these terms are not statutory until Y6)
    • using examples given in the sentences
	• Learn to skim and scan whole texts to gain an understanding.
	• Effectively and independently use the key words from the questions to help retrieval.
	• Begin to understand that the words in the question might not be the exact same words as in the text.
	• Confidently retrieve facts from all different parts of the text (diagrams, text boxes, charts, etc.)
	• Start to recognise when a question can be answered using fact retrieval and when it cannot.
	• Answer a range of fact retrieval question types: matching, ordering, tables, copying, cloze procedure, short response, multiple choice, etc
	• Use information gained from fact retrieval from non-fiction texts to write their own notes.
		• Continue to discuss what inference is, how it differs from retrieval and why we need it.
		• Recognise when a question/activity requires inference.
		• Answer 'Why?' and 'How?' questions from non-fiction texts when the information is implied and not directly stated.
		• Children are taught to answer, 'How do you know?' by using evidence to justify their inferences.
		• Learners can provide reasons for a character's behaviour or for a situation to support their inference, using evidence from the text as justification.
		• Begin to understand the difference between, 'How do you know?' and 'Why?'

• using explanations given elsewhere in the text.	• Learn how to tell the difference between statements of fact and opinion (new for Y5).	• Effectively use prior knowledge and understanding of the world to make inferences.