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| **Reading Comprehension Year 5** | | | | | | | | |
| **NON-NEGOTIABLE** | • Summarise main points of an argument or discussion within their reading and make up own mind about issue/s.  • Compare between two texts  • Appreciate that people use bias in persuasive writing.  • Appreciate how two people may have a different view on the same event.  • Draw inferences and justify with evidence from the text. | | | | • Vary voice for direct or indirect speech.  • Recognise clauses within sentences.  • Explain how and why a writer has used clauses to add information to a sentence.  • Use more than one source when carrying out research.  • Create a set of notes to summarise what has been read. | | | |
| **AF** | ***Word Reading*** | ***Locate, retrieve and elaborate on information*** | ***Use inference and deduction to make***  ***interpretations*** | ***Understand structure, organisation and presentation*** | | ***Understand language, technique and style*** | ***Understand themes and conventions in texts*** | ***Compare, contrast and evaluate texts*** |
|  | **Range of competencies and contexts:** Children will read and analyse a range of texts – including fiction, non-fiction and poetry. These will be drawn from different cultures and forms to allow children to expand their reading enjoyment and participation. Children will read books structured in different ways for different purposes. Learning by heart and also reading and performing aloud enable understanding to be enriched. Opportunities to apply learning successfully in pupils’ writing are also evident. Pupils can explain and discuss their understanding of what they have read, including through formal presentations and debates. | | | | | | | |
| **Developing Towards** | Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words | Justify opinions by retrieval of information/  quotations from the text    Skim and scan for information, take notes, produce pictures and diagrams to summarise information | Empathise with different characters’ feelings, thoughts and actions, and justify inferences with evidence    Use clues from action, dialogue and description to interpret motives and meaning | Use knowledge of the language features and structures of a range of non-fiction texts to support understanding    Understand that paragraphs help to support the organisation of texts and development of ideas    Discuss and evaluate how structures in narrative can be used to affect the reader (e.g. chapter breaks, description/dialogue, use of illustration within longer text) | | Comment on the success of language choices in creating mood and atmosphere  in variety of texts, including poetry | Recognise ways in which writers present issues and points of view in fiction  and non-fiction    Consider how the writer’s experiences influence  themes within the text | Analyse and evaluate texts by combining an understanding of  significant ideas, themes, events and characters    Compare, contrast and evaluate the characteristics of different non-fiction texts (e.g.  chronological and non-chronological) |
| **End of Year Expectations** | Able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity | Able to summarise and present more complex texts in their own words    Modify views and interpretations through dialogue and discussion | When reading aloud show understanding and interpretation through intonation, tone and volume so that the meaning is clear to an audience    Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence    Predict what might happen from details stated and implied | Able to use knowledge of structural devices in a range of non-fiction to create own similar  texts    Understand and comment on how the use of different structures and organisation impact on the pace, mood and atmosphere (e.g. sentence/paragraph length) | | Use understanding of particular authors’ technique and use of language to create texts which imitate  particular styles    Identify how language, structure and presentation  contribute to meaning | Able to identify and comment on writers who address similar themes in  fiction and non-fiction    Identify and discuss a variety of themes and conventions present in a wide range of writing | Explore alternative events and actions and comment on the  author’s choices    Able to identify similarities in texts written by the same author (language,  themes, technique)    Compare the language and techniques used in texts written by the same author and use this to express preferences |
| **Surpassing** |  | Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas | Develop detailed and reasoned justifications for their views based on inference and deduction | Comment on how  narratives are structured in different ways (e.g. dilemma and resolution, lost and found stories, quests, etc.) | | Identify and explain how language is used to help the reader visualise the setting,  characters and events | Understand that the same themes and conventions can be presented in a variety of ways and evaluate the impact (e.g. theme of “hunting” presented in a persuasive  letter or leaflet) | 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 |