

Year 5/6 reading expectations

Meeting reading skills with wider reading opportunities

Reading across the curriculum	To learn a wider range of poetry by heart
	To prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
	To 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
	To increase familiarity with a wide range of books (including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions)
	To know how to efficiently use a reference book
	To have effective skills of information retrieval
	To retrieve, record and present information from non-fiction
Free read Friday	To maintain positive attitudes to reading
	To read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference books and text books
	To read books that are structured in different ways and reading for a range of purposes
Reading to children	To have books read aloud to me
	To have opportunities to listen frequently to stories, poems, non-fiction and other writing,
	To listen to whole books and not just extracts
	To meet authors that I might not choose to read myself
	To participate in discussions that are read to me building ideas and challenging views

Guided reading

Clarifying	Decoding	To carefully focus upon all letters in a word so that like words are not misread
		To read aloud with intonation that shows understanding
		To read age-appropriate texts with fluency and understanding
	Vocabulary	To use dictionaries to check the meanings of words I have read
		To work out the meaning of words from the context
		To give synonyms and antonyms to words in the text
		To understand archaic language and its place in some writing
Summarising	To apply my growing knowledge of word structures (morphology) to read and understand new words	
	To apply my growing knowledge of word origins (etymology) to read and understand new words	
Summarising	To summarise the main ideas drawn from more than one paragraph	
	To identify the key details that support my summary	
	To use quotations to support my summaries	
Asking your own questions	To ask questions about a text to improve my understanding	
	To learn the conventions of different types of writing (use of 1 <sup>st</sup> person in diaries, technical language in information texts)	
	To identify themes and conventions in a wide range of books	
	To think about what I already know about a text	
Predicting and connecting	To make comparisons within books	
	To predict what might happen from details stated and implied	
	To make comparisons between books (drawing on content, language and layout features)	
	To identify and discuss themes and conventions in and across a wide range of writing	
	To connect events, actions, themes and ideas in the text and support my thoughts with evidence	
Questioning	Literal (Direct)	To answer factual questions showing an understanding of what I have read
		To distinguish between statements of fact and opinion
		To recognise which words in a text are creating mood or atmosphere
	Clue (Deduction)	To answer anaphoric questions (resolving pronouns - who are 'they'?)
		To draw deductions from a range of clues (attributes of a character, atmosphere etc.)
		To reference my deductions with evidence from the text
	Thinking (Inference)	To resolve meanings between sentence links (because, therefore, despite)
		To study different accounts of the same event to analyse viewpoint (both fictional characters and different authors)
		To identify key themes of a text
		To identify how language, structure and presentation contribute to meaning
		To compare characters, settings and themes (within and between texts)
		To explain and evaluate why an author may have used figurative language features and its impact on the reader
To draw inferences such as inferring characters' feelings, thoughts and motives from their actions		
Evaluating	To justify inferences with evidence	
	To visualise how I would feel/what I would do in a character's situation	
	To evaluate how authors use language and its impact on the reader	
Evaluating	To use technical and other terms for discussing what they read (metaphor, simile, analogy, imagery, style and effect)	
	To recommend books to peers giving reasons for my choices	