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| **Year 5 National Curriculum Statements – Reading Comprehension** | **maintain positive attitudes to reading and understanding of what they read by:**<br><br>R3: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks S2: reading books that are structured in different ways and reading for a range of purposes<br>R3: increasing their 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 recommending books that they have read to their peers, giving reasons for their choices<br>S3: identifying and discussing themes and conventions in and across a wide range of writing S2: learning a wider range of poetry by heart<br>E3: making comparisons within and across books<br>S2: preparing 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 V1: understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context<br>I1/2: asking questions to improve their understanding<br>I1/2: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied<br>S1: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas E6: identifying how language, structure and presentation contribute to meaning<br>V5/I3: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader E5: distinguish between statements of fact and opinion<br>E8: retrieve, record and present information from non-fiction<br>S3/4: participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' |

| | Key Reading Skills | Question Stems |
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| **Year 5 - Vocabulary** | • explore the meaning of words in context in fiction and non-fiction<br>• confidently use a dictionary<br>• discuss how the author's choice of language impacts the reader<br>• evaluate the authors use of language<br>• investigate alternative word choices that could be made<br>• begin to look at the use of figurative language<br>• use a thesaurus to find synonyms for a larger variety of words<br>• re-write passages using alternative word choices<br>• read around the word and explore its meaning in the broader context of a section or paragraph. | • Can you quickly find…in the dictionary and thesaurus?<br>• What does this word/phrase/sentence tell you about the character/setting/mood?<br>• By writing..., what effect has the author created? Do you think they intended to?<br>• What other words/phrases could the author have used here? Why?<br>• How has the author made you/this character feel by writing...? Why?<br>• Find and highlight the word which is closest in meaning to …<br>• Find a word which demonstrates…<br>• Can you rewrite this in the style of the author using your own words?<br>• How have simile and metaphor been used here to enhance the text? |
| **Year 5 Inference** | • draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.<br>• Draw inferences about author's viewpoints<br>• make inferences about actions, feelings or events<br>• use figurative language to infer meaning<br>• give one or two pieces of evidence to support the point they are making.<br>• begin to draw evidence from more than one place across a text. | • What do you think… means? Why do you think that? Could it be anything else?<br>• I think. ; do you agree? Why/why not?<br>• Why do you think the author decided to ?<br>• Can you explain why ? Can you give me evidence from somewhere else in the text?<br>• What do these words mean and why do you think that the author chose them?<br>• How does the author make you feel?<br>• What impression do you get from these paragraphs? |
| **Year 5 Prediction** | • predicting what might happen from details stated and implied<br>• support predictions with relevant evidence from the text.<br>• confirm and modify predictions as they read on<br>• predict what may happen based on their understanding of content and the themes within the text | • Can you think of another story with a similar theme? How do their plots differ?<br>• Which stories have openings like this? Do you think that this story will develop the same way?<br>• Why did the author choose this setting? Will that influence the story? |

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| **Year 5 Explaining** | • provide increasingly reasoned justification for my views<br>• recommend books for peers in detail<br>• give reasons for authorial choices<br>• begin to challenge points of view<br>• begin to distinguish between fact and opinion<br>• identifying how language, structure and presentation contribute to meaning<br>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader<br>• explain and discuss their understanding of what they have read, including through formal presentations and debates<br>• make comparisons between the ways that different characters or events are presented<br>• 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<br>• identify an author's treatment of the same theme across one or several of their books/ poems | • What is similar/different about two characters? Did the author intend that?<br>• Explain why... did that.<br>• Describe different characters' reactions to the same event.<br>• Does this story have a moral?<br>• Which is better and why?<br>• How is the text organised and what impact does this have on you as a reader?<br>• Why has the text been written this way?<br>• How can you tell whether it is fact and opinion?<br>• How is this text similar to the writing we have been doing?<br>• How does the author engage the audience? |
| **Year 5 Retrieval** | • confidently skim and scan, and also use the skill of reading before and after to retrieve information.<br>• use evidence from across larger sections of text<br>• read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts.<br>• retrieve, record and present information from non-fiction texts.<br>• ask questions and follow a line of enquiry<br>• use skimming and scanning to locate information efficiently where children need to use word meaning to find content e.g. the word provided in the question is a synonym of the word in the text | • Find the... in this text. Is it anywhere else?<br>• When/where is this story set? Find evidence in the text.<br>• Find the part of the story that best describes the setting.<br>• What do you think is happening here? Why?<br>• Who is telling this story?<br>• Can you skim/scan quickly to find the answer? |
| **Year 5 Summarising** | • summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas.<br>• make connections between information across the text and include this is an answer.<br>• discuss the themes or conventions from a chapter or text<br>• identify themes across a wide range of writing | • What is the main point in this paragraph? Is it mentioned anywhere else?<br>• Sum up what has happened so far in… words/seconds or less.<br>• Which is the most important point in these paragraphs? Why?<br>• Do any sections/paragraphs deal with the same themes?<br>• Can you find a text with a similar theme? |