

Reading Curriculum: Knowledge and Skills Map



Medium Term Plan

Year 5

Reading is at the heart of Woodland's curriculum.

READ! READ! READ!

The Year 5 classroom should have a wide range of reading material and opportunities for children to browse, select and make choices. They should have sustained periods of silent, uninterrupted reading daily, whilst continuing to enjoy hearing and joining in with reading aloud.

In Year 5, children are fully launched as readers; able to read a wide range of texts independently and at ease. They should be able to read aloud a range of poetry and books with accuracy and at a reasonable pace. They can read most words effortlessly and can work out how to pronounce unfamiliar words with increasing automaticity. They read for pleasure and information.

In Year 5, children are independent, fluent and enthusiastic readers- including reading & loving stories, poems, play scripts and non-fiction.

Children will be heard read at least once a week- assessment for learning should be frequent- guide children on improving word reading and fluency ability.

Children should be taught how to answer specific question types and strands that will be included on the KS2 SAT paper, this should be taught through RAID lessons. Question types are attached to the document.

A class text must be used and read to the children EVERY DAY to ensure modelling of expression, tone and volume.

Key Priorities for reading in Year 5

These **MUST** be in place:

- Use observations, records and meetings to establish children's perceptions, reading preferences and engagement.
- Nurture a culture of book gossip, in which children and adults become used to discussing, sharing, recommending and signposting further reading.
- Book groups should be set up to ensure engagement of those children that are fluent but choose not to read.
- Create a reading environment that provides peer recommendations and evaluations.
- Ensure children are well-read and able to draw on a range of texts to make connections.
- Elicit effective use of cueing systems and appropriate reading strategies when encountering unknown words.
- Exploit children's increasing independence in reading and spelling through: editing partners, word collections, enhancing self-monitoring/self-help strategies.
- Provide abundant opportunities for children to develop deeper responses to text through art, music, performance and drama.
- Model and elicit inference and deduction in response to increasingly challenging and extended texts, including in digital and multimodal formats, hone visual literacy skills too through shared book talk around illustration.

- Facilitate literacy circles, fostering independence, each child taking on key roles and working together to respond more deeply to a shared text.
- Provide children with personal reading journals to record responses at home and school through writing and illustration.

Word reading components to be practised throughout the year (through RAID and DIVE lessons)

Word Reading	• Apply grammatical knowledge of root words, prefixes and suffixes to read aloud and understand new words. • Can read and understand most of the Year 5/6-word list • Reads aloud with accuracy, at a reasonable speaking pace, reading most words effortlessly and pronouncing unfamiliar words automatically. • Sustained silent reading for fiction • Close reading for non-fiction • Checks the text makes sense to them, discussing their understanding and explains the meaning of words in context.
Reading Aloud- Fluency- Expression & Tone	• Read aloud fluently and effortlessly. • Prepare readings, with appropriate intonation to show their understanding. • Prepare poems & plays scripts to read aloud and perform, showing understanding through intonation, tone and volume so meaning is clear to their audience. • When preparing poems and play scripts- children can annotate to take account of pace, movement, gesture and delivery of lines; understands how tension is built through pace, silence and their delivery. • Learns a wide range of poetry off by heart and can read these aloud (ballad, sonnet, rap, elegy, narrative poem).
Listening & Discussion	• Read & discuss an increasingly wide range of fiction, poetry, plays, non-fiction & reference or textbooks. • Discuss the work of established authors, know what is special about their work and justify preferences (styles & themes)

	- Participates in discussion about books that are read to them and those read to them independently, build on their own and others' ideas and challenging other views courteously. - Discusses and is increasingly familiar with a range of books, including myths, legends, traditional stories, modern fiction, fiction from literacy heritage and other cultures. - Identify and classify features of myths, legends- fantastical beasts in legends - Investigate texts from other cultures – attitudes and beliefs - Discuss appeal of older literature/classics and discuss the difference in language - Recommend books that they have read to their peers, giving reasons for their choices (Evaluate a text by referring to details & examples.)
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Key:

Objectives that are not highlighted: The child should be demonstrating this objective as it has already been taught. Explicit teaching is required if they are not.

Objectives highlighted in yellow: Objectives that are new and will therefore require explicit teaching.

<u>Key Texts</u>	<u>Autumn 1</u>	<u>Spring 1</u>	<u>Summer 1</u>
Reading for Pleasure/ Storytime	Text: Carrie's War by Nina Bawden (30 copies) Text: When Hitler Stole Pink Rabbit by Judith Kerr (8 copies)	Text: Grk and the Phoney Macaroni by Josh Lacey (2 copies)	Text: Queen Elizabeth II by Susanna Davidson (1 copy)
RAID/English	The Diver's Daughter	Kensuke's Kingdom, Michael Morpurgo	The Red Pyramid, Rick Riordan

Poetry	O' Death Rock Me Asleep - Ann Boleyn	Dream Variations - Langston Hughes	The Pied Piper of Hamelin - Robert Browning
<u>Word Reading and Comprehension Components</u>	Autumn 1	Spring 1	Summer 1
Word Meaning (2a)	Define new vocabulary by first reading around the word and then checking our answer using a dictionary. Understand and explain what is meant by the term context. Explore the meaning of unfamiliar words in context.	Revisit Autumn 1 Objectives with New Text.	Revisit Autumn 1 Objectives with New Text.
Vocabulary (2g)	Identify how language, choices contribute to mood and meaning and building suspense. Identify the different types of figurative language. Identify how the figurative language impacts on the reader's interpretation of the text within a short extract. Discuss how authors use language, including figurative language, considering the impact on the reader.	Revisit Autumn 1 Objectives with New Text.	Revisit Autumn 1 Objectives with New Text.

Sequencing	Experiment with ordering the key information from the text in different ways. Explore how different sequencing can influence the interpretation of the text. Explain why the author has chosen to sequence the text in the way chosen and give an alternate sequence.	Revisit Autumn 1 Objectives with New Text.	Revisit Autumn 1 Objectives with New Text.
Retrieval (2b)	Skim and scan a whole texts to answer recall questions. Retrieve key details and quotations to demonstrate understanding of character, events and information. Decide whether statements about a text are true or false, using direct reference to the text Retrieve, record and present information from familiar fiction and non-fiction texts.	Revisit Autumn 1 Objectives with New Text.	Revisit Autumn 1 Objectives with New Text.
Organisational Features (2f)	Locate bold font, sub-headings, text boxes, pictures, the glossary, diagram and caption and explain the purpose and effect of each within the text. Locate subject-specific vocabulary and explore how italics are used for different purposes within different types of text.	Revisit Autumn 1 Objectives with New Text.	Revisit Autumn 1 Objectives with New Text.

	Identify how language, structure and presentation contribute to meaning.		
Poetry (2h)	Analyse the language and structure of the poem to identify the meaning of each line, each stanza and the poem as a whole. Use text annotation to explain and investigate the difference between intonation, tone and volume and explore examples of how and why it can change throughout a piece of poetry. Rehearse performing a range of different types of poetry using intonation, tone and volume to make meaning clear. Prepare a range of poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear and appropriate to the given audience.	Revisit Autumn 1 Objectives with New Text.	Revisit Autumn 1 Objectives with New Text.
<u>Key Texts</u>	Autumn 2	Spring 2	Summer 2
Reading for Pleasure/ Storytime	Text: Carrie's War by Nina Bawden (30 copies)	Text: Grk and the Phoney Macaroni by Josh Lacey (2 copies)	Text: Queen Elizabeth II by Susanna Davidson (1 copy)

	Text: When Hitler Stole Pink Rabbit by Judith Kerr (8 copies)		
RAID/English	The Queen's Fool by Ally Sherrick (30 copies)	Kensuke's Kingdom, Michael Morpurgo	The Red Pyramid, Rick Riordan
Poetry	Death Be Not Proud – John Donne	The Owl and the Pussycat – Edward Lear	Elm – Sylvia Plath
<u>Word Reading and Comprehension Components</u>	Autumn 2	Spring 2	Summer 2
Predict (2e)	Predict what might happen from details stated and implied in the text. Discuss the nature of evidence which could be used to support a prediction. Explain my prediction choices fully using evidence from the text. Make developed predictions about what might happen from details stated and implied in the text, beginning to justify your views by referencing evidence from the text.	Revisit Autumn 1 Objectives with New Text.	Revisit Autumn 1 Objectives with New Text.

Summarise (2c)	Recognise the difference between information that is important to the text and background detail. Find, highlight and sequence the key (most important) details from more than one paragraph. Summarise the main ideas drawn from more than one paragraph, identifying the key details that support the main ideas.	Revisit Autumn 1 Objectives with New Text.	Revisit Autumn 1 Objectives with New Text.
Inference (2d)	Structure a response to an inference question using 'Point, Evidence, Explain'. Make inferences about the motivation for action, behaviour or feelings. Empathise with a character's motives and behaviours. Draw inferences, including characters' feelings, thoughts and motives from their actions, and justify these with evidence from the text, beginning to use 'Point, Evidence, Explain' to link the evidence to the identified inference.	Revisit Autumn 1 Objectives with New Text.	Revisit Autumn 1 Objectives with New Text.
Themes and Conventions (2f and 2h)	Identify and track how a character changes in terms of behaviour and opinion	Revisit Autumn 1 Objectives with New Text.	Revisit Autumn 1 Objectives with New Text.

	within a text and give reasons for the change. Explain what is meant by a cultural setting and identify the cultural setting of the focus text, providing evidence to justify the response. Explain what is meant by a historical setting and identify the historical setting of the focus text, providing evidence to justify the response. Identify and discuss character, themes and conventions within and across a wide range of writing, beginning to recognise the influence of the historical, and cultural settings.		
Poetry (2h)	Analyse the language and structure of the poem to identify the meaning of each line, each stanza and the poem as a whole. Use text annotation to explain and investigate the difference between intonation, tone and volume and explore examples of how and why it can change throughout a piece of poetry.	Revisit Autumn 1 Objectives with New Text.	Revisit Autumn 1 Objectives with New Text.

	Rehearse performing a range of different types of poetry using intonation, tone and volume to make meaning clear. Prepare a range of poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear and appropriate to the given audience.		
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Reading skills ladders-

Common exception words

Pink highlighted- repeated words

Reception- children should know how to read these words on entry to year 1.

I	Go	Come	Went	Up	You	Day	Was
Look	Are	The	Of	We	This	Dog	Me
Like	Going	Big	She	And	They	My	See
On	Away	Mum	It	At	Play	No	yes
For	A	Dad	can	He	Am	All	
is	cat	get	said	to	in	was	

Year 1- children should know how to read these words on exit of year 1.

The	Of	was	you	me	so	Where	once
A	Said	Is	Your	She	By	Love	ask
Do	Says	His	They	We	My	Come	friend
To	Are	Has	Be	No	Here	Some	school
today	were	I	he	go	there	one	put

push	pull	full	house	our	in	was	
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Year 2 words- children will start to learn these in year 1 and know all of them by year 2 end.

Door	Mind	Most	Hold	Break	Last	Plant	Improve
Floor	Behind	Only	Told	Steak	Past	Path	Sure
Poor	Child	Both	Every	Pretty	Father	Bath	Sugar
Because	Children	Old	Everybody	Beautiful	Class	Hour	Eye
Find	Wild	Gold	Even	After	Grass	move	Could
kind	climb	cold	great	fast	pass	prove	should
would	who	whole	any	many	clothes	busy	people
water	again	half	money	Mr	Mrs	parents	

Year 3 and 4 words- children will start to learn these in year 3 and know how to read all of them by the end of year 4.

accident actual actually address answer appear arrive believe bicycle breath breathe build busy business calendar caught centre century certain circle complete consider	continue decide describe different difficult disappear early earth eight eighth enough exercise experience experiment extreme famous February forward fruit grammar group	guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty	notice occasion occasionally often opposite ordinary particular peculiar perhaps popular position possession possess possible potatoes pressure probably promise purpose quarter question	recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though although thought through various weight woman women
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Year 5 and 6 words- children will start to learn these in Year 5 and know how to read all of them by Autumn 2 in year 6.

accommodate	community	exaggerate	lightning	recognise	twelfth
accompany	competition	excellent	marvellous	recommend	variety
according	conscience	existence	mischievous	relevant	vegetable
achieve	conscious	explanation	muscle	restaurant	vehicle
aggressive	controversy	familiar	necessary	rhyme	yacht
amateur	convenience	foreign	neighbour	rhythm	
ancient	correspond	forty	nuisance	sacrifice	
apparent	criticise (critic + ise)	frequently	occupy	secretary	
appreciate	curiosity	government	occur	shoulder	
attached	definite	guarantee	opportunity	signature	
available	desperate	harass	parliament	sincere(ly)	
average	determined	hindrance	persuade	soldier	
awkward	develop	identity	physical	stomach	
bargain	dictionary	immediate(ly)	prejudice	sufficient	
bruise	disastrous	individual	privilege	suggest	
category	embarrass	interfere	profession	symbol	
cemetery	environment	interrupt	programme	system	
committee	equip (–ped, –ment)	language	pronunciation	temperature	
communicate	especially	leisure	queue	thorough	

APE strategy-

ANSWERING OPEN RESPONSE QUESTIONS



ANSWER THE QUESTION

Start your answer with part of the question.

PROOF FROM THE TEXT

The pictures showed that...
Using information from the text I know that...
Evidence to support this idea is...
In the text...
The author wrote...
On page ____ it said...

EXTEND OR MAKE AN OPINION OR CONNECTION & MAKE A SUMMARY STATEMENT

I thought this because...
I think ____ happened because...
I think the author was trying to tell us...
One reason I think this is...
I also think...
I know this because...

- ✓ Make a connection to another text, to the world, or to yourself.
- ✓ Summary Statement:
That is why...
This is my...
These are my reasons why...

KS2 Reading test

The reading test is a single paper with questions based on three passages of text.

There will be a selection of question types, including:

- **Ranking/ordering**, e.g. 'Number the events below to show the order in which they happen in the story'
- **Labelling**, e.g. 'Label the text to show the title of the story'
- **Find and copy**, e.g. 'Find and copy one word that suggests what the weather is like in the story'
- **Short constructed response**, e.g. 'What does the bear eat?'
- **Open-ended response**, e.g. 'Look at the sentence that begins *Once upon a time*. How does the writer increase the tension throughout this paragraph? Explain fully, referring to the text in your answer.'

Reading question stems based on the content domain of the KS2 test

2a – give/explain the meaning of words in context –

Explain two things that the words . . . suggest about . . .

Find and copy two words from the poem/story that show that the 'frog was frightened'

Which word most closely matches the meaning of the word *rival* ?

Circle the correct option.

What does the word *spat* suggest about how the island of Mauritius was formed ?

Give the meaning of the word *parched* in this sentence.

What does (a *phrase*) mean ?

2b – retrieve and record information/identify key details from fiction and non-fiction –

Look at page 4 - according to the text, what could you do on your space holiday ? (using whole of page 4 – sometimes in table form (fill in boxes/draw lines/true or false/circle parts of pictures/give **two** ways) – be specific)

How can you tell that the International Space Station is very large ? (You can see it from/on earth)

Write down three things that you are told about the oak tree on the island.

What was revealed at the end of the story ?

Circle the correct option.

Give two reasons why . . .

Why were . . ?

2c – Summarise main ideas from more than one paragraph –

What is the main message of the poem/paragraph/article ? – sometimes multiple choice/true or false

Below are some summaries of different paragraphs from this text.

Number them 1 – 6 to show the order in which they appear in the text. The first one has been done for you.

2d – make inferences from the text/explain and justify inferences with evidence from the text–

Why is space tourism *impossible* for most people ? Too expensive – answer across two sentences – find key words

Find and copy a group of words that shows that . . . (do not accept longer quotations)/some are 2 mark questions – you have to explain and justify/some are fact and opinion questions

How do these words make the reader feel ? (read whole paragraph)/How does the first paragraph suggest that . . . ? (have to know the difference between paragraphs and text boxes)

How do these comparisons help the reader ? (provide a comparison to something the reader will recognise)

How do the descriptions of support the idea that . . . ? Give evidence from the text (3 marks) – meaning of words in context important here (3 marks)

How can you tell that . . . ?

Look at the paragraph beginning: *The Tiny Island* . . . What impressions of the island do you get from these two paragraphs ?

What evidence is there of . . . Give two points.

Explain what this description suggests about . . .

In what ways might Martine's character appeal to many readers ? Explain fully, referring to the text in your answer.

Why were the dodos *curious and unafraid* ?

2e – predict what might happen from details stated and implied –

Based on what you have read, what does the last paragraph suggest might happen to the explorers next ? Use evidence from this paragraph to support your prediction (use the word 'implies' or suggests' in the answer)

Do you think that Martine will change her behaviour on future giraffe rides ?
Yes ? No ?

Explain your choice fully, using evidence from the text (3 marks)

2f – identify/explain how information/narrative content is related and contributes to meaning as a whole –

Find and copy the group of words on page 9 where Lord John's mood changes – got to refer to rest of text

Draw lines to match each part of the story with the correct quotation from the text.

2g – identify/explain how meaning is enhanced through choice of words and phrases –

What does (a word) suggests happens ? For example . . . *in a flash* (page 6)

Find and copy four words from the paragraph that suggest (danger)

. . . *they crossed the glassy surface of the lake.* Give two impressions this gives you of the water.

2h – make comparisons within the text –

How does . . .'s mood change ? – refer to **both** mood at the beginning **and** at the end of the extract

KS2 Guided Reading Prompts for the Reading Content Domains (Primary English Education Consultancy)

GUIDED READING PROMPTS

2a: Give/explain the meaning of words in context

- The writer uses words like ... to describe What does this suggest about... (character/setting)?
- What other words/phrases could the author have used?
- Which word most closely matches the meaning of the word x?
- The writer uses ...words/phrases...to describe ... How does this make you feel?
- Which of these words..... is a synonym for (choose a word from the text)?
- Find and copy one word meaning.....
- Give the meaning of the word..... in this sentence
- Circle the correct option to complete this sentence (provide synonyms/phrases with similar meanings to replace at the end of the sentence)

- What does this phrase mean? (idiomatic or figurative language)

2b: Retrieve and record information/identify key details from fiction and non-fiction

- Where/when does the story take place?
- What did s/he/it look like?
- Where did s/he/it live?
- Who are the characters in the book?
- Where in the book would you find...?
- What is happening at this point in the text?
- What happened in the story?
- Through whose eyes is the story told?
- Which part of the story best describes the setting?
- What part of the story do you like best? Find evidence to support your opinion.
- What evidence do you have to justify your opinion?
- Write down 3 things you are told about ... (character/setting/subject of the text)
- What was revealed at (beginning, middle, end, paragraph)
- Which of these statements is true/false?

2c: Summarise main ideas from more than one paragraph

- What's the main point in this paragraph?
- Can you sum up what happens in these three/four/five... paragraphs?
- You've got 'x' words; sum up these paragraphs.
- Sort the information in these paragraphs. Do any of them deal with the same information?
- Make a table/chart to show the information in these paragraphs.
- Which is the most important point in these paragraphs? How many times is it mentioned?
- Write sub-headings for each paragraph

2d: Make inferences from the text/explain and justify inferences with evidence from the text

- What makes you think that?
- Which words give you that impression?
- How can you tell that...?
- Can you explain why...?
- Explain what x (phrase with challenging vocabulary) suggests about x.
- What does this... word/phrase/sentence... imply about... (character/setting/mood)?

2e: Predict what might happen from details stated and implied.

- Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way?
- Do you know of another story which deals with the same issues; e.g. social; moral; cultural? Could this happen in this story?
- Which other author handles time in this way; e.g. flashbacks; dreams?
- Which stories have openings like this? Do you think this story will develop in the same way?
- Why did the author choose this setting? Will that influence how the story develops?
- How is character X like someone you know? Do you think they will react in the same way?
- Do you think x will happen? Tick one (from yes/no/maybe). Explain your answer with evidence from the text.

2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole

- Explain why a character did something.
- Explain a character's different/changing feelings throughout a story. How do you know?
- What are the clues that a character is liked/disliked/envied/feared/loved/hated etc....?
- What is similar/different about two characters?
- Why is 'x' (character/setting/event) important in the story?
- What is the story (theme) underneath the story? Does this story have a moral or a message?
- Why do you think the author chose to use a... question/bullet/subheading/table etc. to present the information?

- How does the title/layout encourage you to read on/find information?
- Where does it tell you that...(could be information contained in headings/glossaries/labels etc.)?
- Why has the writer written/organised the text in this way?
- In what ways do the illustrations support the instructions?
- How could these instructions/information/illustrations be improved?
- Draw lines to match each part of the text to the correct quotation.

2g: Identify/explain how meaning is enhanced through choice of words and phrases

- What does the word 'x' tell you about 'y'?
- Find two or three ways that the writer tells you 'x'.
- What does this... word/phrase/sentence... tell you about... character/setting/mood etc.?
- Highlight a key phrase or line. By writing a line in this way what effect has the author created?
- In the story, 'x' is mentioned a lot. Why?
- The writer uses words like ... to describe What does this tell you about a character or setting?
- What other words/phrases could the author have used?
- The writer uses ...words/phrases to describe ... How does this make you feel?
- What do you think the writer meant by... 'x'?
- Which words do you think are most important? Why?
- Which words do you like the best? Why?
- The author makes an action/description 'like' something else. Why?
- The author states that 'x' is something it isn't. What is the effect of this? Why have they done this?
- Highlight a key phrase or line. By writing a line in this way what effect has the author created?
- How has the writer made you and/or character feel ...happy /sad/angry/ frustrated/lonely/bitter etc.?
- What do these words mean and why do you think the author chose them?
- What impression do these words... give you about... (use a synonym for the previous words)?

2h: Make comparisons within the text.

- Describe different characters' reactions to the same event in a story.
- How is it similar to ...?
- How is it different to ...?
- Is it as good as ...?
- Which is better and why?
- Compare and contrast different character/settings/themes in the text
- What do you think about the way information is organised in different parts of the text? Is there a reason for why this has been done

READING JOURNALS:

2a Give/explain the meaning of words in context

- Find 10 interesting words in your book. Write down what each one means. Now think of your own sentences that use the words.
- Make a list of smaller words hiding inside smaller words in your book. E.g. Chalkboard = chalk + board, shelter - She, he, helter...
- Find 10 adjectives in your book. Now try to use them in your own sentences
- Make a list of words from your book that other children may find hard to spell. Highlight the tricky part in each word.
- Find 10 adverbs in your book. Put them in alphabetical order.
- List any key words or phrases from the book.
- Draw and label a picture of a setting from your story. Copy words and phrases from the book that help describe the setting.
- Find a description of a setting in your book, what atmosphere is the author trying to create? List the words/phrases that help to depict that feeling.
- Make a list of the words and phrases used to create atmosphere, set the scene or describe character.

2b Retrieve and record information/identify key details from fiction and non-fiction

- List all the characters that appear in the story.
- Write some questions about events in the story. See if a friend can find the answers to your questions by using the book.
- Choose one character from the story. Find three things the author says about this character.
- Draw a picture of your favourite character. Label it with words the author uses to describe the character.
- Over what period of time does your story take place? 1 day, 1 week, 1 month, or possibly years? Draw a timeline to show the events in your story. Did the events take place in the order in which we're told them?

- Storyboard events from the story as a comic strip. Which picture would represent the key even/turning point in the story?
- Draw a bar chart to show the most exciting/dramatic parts of the story.
- Create a list of key words that you could use to make a glossary for your book. Now create a glossary with explanations of what each word means.
- Write down some facts you have learned from your book.
- Make a fact file about a topic from your book.
- Make up some questions about your book. Give them to a friend and see if they can use the book to answer them.
- Create a true/false quiz about the book. Try the quiz out on a friend.
- Summarise the main things you have learned from this book

2c. Summarise main ideas from more than one paragraph

- List the main events in the story.
- Summarise the main things you have learned from this book
- Write a brief summary at the end of each chapter; include the main events and new insights into characters and the plot.
- Draw a story mountain or story map to show the events in the book.
- Draw a cartoon strip of the main events in the story.
- Sequence events from the story.
- Re-write the story in your own words
- Write a fact file about the main ideas from this book.
- Write a blurb for this book.
- Imagine you are a magazine reporter. Summarise what this book is about for your magazine. You could write this as a blog post or article for the school newsletter/website.
- Rewrite a section of your book as a playscript or as a text for younger children.
- Try to summarise the paragraph/chapter/book in 100 words or less.

2d. Make inferences from the text/ explain and justify inferences with evidence from the text

- Imagine you are one of the characters from the book. Write a diary entry about an event from the book from that character's point of view.
- How do you think a character was feeling at a key point in the story? Write their thoughts in a thought bubble?
- Write down three questions you would want to ask a character from the book. Now try to write their answers.

- Draw an outline of a character from the book. On the inside choose words that tell us about their character, on the outside write words that tell us about their appearance. Use the words to write a character description.
- Pick one character from the story, write a list of things you think they would like or dislike; e.g. favourite food, colour, t.v. programme etc. Find things in the text that support why you've made these choices about your character.
- Write three alternative titles for the book. Explain why you have come up with these titles.
- Storyboard events from the story as a comic strip. Which picture would represent the key even/turning point in the story?
- Write a telephone conversation between two characters from the book. Explain from where you have got your evidence.
- Write a letter from one character in the book to another. Explain from where you have got your evidence.
- Draw a chart to show how a character's feelings change over the course of a story.
- Write a missing scene for the story. This must be something that is implied in the text but which the author has left out.

2e. Predict what might happen from details stated and implied

- After finishing your book, think what would happen if there were an extra chapter; summarise what would happen in this chapter.
- Write a blurb for the book.
- Think of what might have happened before the story took place. Write this in your own words.
- Choose a character from the book and say what you think would have happened if they had behaved/reacted differently.
- Choose a key moment from the story and change the event - what would have happened next?
- Has this book changed your mind about anything? Was there something that you thought was true/was going to happen but you've found out is false?
- Before finishing the story, what do you think is going to happen?

2f. Identify/explain how information/narrative content is related and contributes to meaning as a whole

- Identify the organisational features (glossary, contents, index...) used by the author. How is it used to make the meaning of the text clear? What would happen if some of the features were missing?
- Identify different visual ways that the author has provided information (pictures, diagrams, photographs, line drawings...). Evaluate what the diagrams tell you that the words cannot. Could you find out all the information by looking only at the photographs? What is the value of the annotations?
- Look at the organisational features used by the author. Rank the features in order of importance and explain your choice.

- Create a quiz about the book which uses different organisational features. Challenge a friend to find the information using the different parts of the book.
- Look at the length of sentences/types of description/organisational features/vocabulary choices/amount of dialogue at different points in the text. How does this support what the author is trying to do?
- Choose two books on the same topic and compare the way they are set out - what features are similar/different?

2g. Identify/explain how meaning is enhanced through choice of words and phrases

- Find a description of a setting in your book, what atmosphere is the author trying to create? List the words/phrases that help to depict that feeling.
- Make a list of the words and phrases used to create atmosphere, set the scene or describe character.
- Find descriptive words in the text. Use a thesaurus to find antonyms and synonyms for the words. Now try to use the new words in your own sentences. Evaluate which is more effective - the author's original choice or the new words you have found.
- Identify where the author has used figurative language. Evaluate the effectiveness of the language choices and the imagery created.
- How is the author trying to make us feel at this point? How does s/he achieve this?
- Are any words or phrases repeated? What effect does this create?

2h Make comparisons within the text

- Look at the length of sentences/types of description/organisational features/vocabulary choices/amount of dialogue at different points in the text. How does this support what the author is trying to do?
- Choose two books on the same topic and compare the way they are set out - what features are similar/different?
- Compare two characters from the story; how are they similar/different? Compare your book to another on the same topic; which do you prefer and why?
- Compare settings in the book. How do they work to support the emotions/storytelling at each point of the story?
- Draw pictures of different settings/different characters in the books and collect descriptive vocabulary from the text used to describe them. What similarities and differences can you find?
- Compare different chapters in the book. Look at the organisational features; how are they similar and different? Why has the author chosen to present the information this way? How does this organisation work to support the finding of information?
- Compare your book to a website on the same topic; which do you think gives better information and why?
- Compare this book to others by the author. Are there any similarities or differences?

- Was there a part of the story that reminds you of any other books you have read? Explain the connections.

Does this writer have a website? Find out and see if you can find out about similarities and differences in the types of books they write

Fluency Skill map-

Word Reading and Fluency Learning Journey

Preparing for reading aloud with meaning (**fluency-expression-tone**)

Please note: that even when children can independently read fluently with all the key aspects, the class teacher will still model reading fluently on a daily basis to ensure that the skills remain simmering. Teachers should also continue exposing children to familiar tales and nursery rhymes up to year 6.

Skill Ladder	Key Knowledge
Modelled reading of a wide array of texts to children- expression/tone/performing- children repeat	At the beginning of their education and throughout children will be exposed to their teacher/other adults reading aloud to them as frequently as possible. Get the children to repeat the familiar phrases- whole chunks of text. Get the children to change their voices to change the meaning.
Repetition of nursery rhymes/familiar tales	Children need to hear as many nursery/rhymes and familiar tales as possible. They will hear them that often that they start to remember them off by heart. They will repeat after the teacher and model the expression and tone that is needed. Show the children what the text looks like on the page.
Repetition of rhyme & alliteration (poems)	Children need to hear as many popular rhymes and poems as possible. They will hear them that often that they start to remember them off by heart. They will repeat after the teacher and model the expression and tone that is needed. Show the children what the text looks like on the page.
Model and re-read familiar texts/rhymes/fairy tales	At this point the children will now be able to re-read familiar texts/fairy tales/rhymes aloud and practise their reading aloud skills. Children need to be

	repeating key parts of familiar tales- such as I'll huff and I'll puff and I'll blow your house down. Children need to have a go at performing small parts and reading aloud parts they remember.
Modelled reading of unfamiliar text to children-expression/tone/performing- children repeat.	Children will be able to apply their skills learnt from familiar tales to model the teacher/adults reading of unfamiliar texts too. Good expression should be modelled to the children of unfamiliar texts and get the children to repeat this
Read aloud unfamiliar books above their phonic level after being modelled by teacher	Children will now be able to apply their learning from familiar texts/class texts to read aloud unfamiliar books above their phonic level after their teacher has explicitly modelled this to them. They enjoy this and get to practise their performance reading voice.
Decoding is becoming automatic when reading aloud	Children have passed their phonic screening and can read at 90+ words per minute- developing good expression, tone and intonation which is frequently modelled by their class teacher.
Copies a modelled reading of a poem/play script	Children can mirror the teacher's modelled reading with intonation, actions, volume and correct tone. Children can perform poems and play scripts modelled

	by their teacher and then they have a go at performance reading them.
Reads aloud with expression, intonation and tone- Children are explicitly taught to take into account punctuation and this is heavily modelled	This is regularly modelled by their teacher, and the children follow the reading and can see where the teacher takes note of punctuation. Children should be taught how to change their voice for ? – children’s voices will go higher when asking a question (inflection) !- Explain that this is used to show emotion in their voice- this could be sadness, happiness, shock- dependant on the sentence “- Speech marks- how do you change your voice for someone talking , . - ; :- natural pauses in text when reading aloud Also talk to the children about reading aloud and when you can pause without punctuation to build suspense.
Children can perform a reading of a poem/play script independently.	Children can now read poetry and plays aloud in groups or independently using expression and tone to express meaning. This is still regularly modelled by their teacher but they are beginning to do this automatically now.

Independently takes note of punctuation when reading aloud.	Children understand how comma and full stops are used to join & separate clauses, maintains fluency and understanding when reading. They can use this punctuation to maintain expression in their reading aloud. They can also pause in places where there is no punctuation but to build suspense. This is still regularly modelled by their teacher but they are beginning to do this automatically now.
Independently reads aloud with accuracy, intonation, speed & enthusiasm and at a reasonable speaking pace.	At this stage children can read aloud confidently and reads the majority of words accurately. Their speaking pace is 100+ words per minute and they can vary their speed to portray meaning when reading aloud.
Learns a range of poetry off by heart and can perform these with meaning.	Confidently shows their understanding through intonation, tone, volume and action. This is modelled by their teachers performing poems. (ballad, sonnet, rap, elegy & narrative poems)

Prepares poems and play scripts to read aloud and perform.	Confidently shows their understanding through intonation, tone, volume and action. (Understands pace, movement, gesture and delivery- build tension with their performance). They can show the meaning they have portrayed through their writing through their own performance. This is modelled by their teacher with a poem created from a text or a script from a text.
Reads aloud fluently and effortlessly- showing meaning through intonation and tone.	At this stage children can read aloud confidently and they use their voice effectively by changing the intonation and tone. They know how to use their voice to portray meaning confidently and can do so with unfamiliar texts. This is still regularly modelled by their teacher but children do this automatically now.

KS2 Reading Fluency Package

Teacher guidance and implementation plan

Reading Fluency

- Reading fluency should not be confused with just the point when a reader can read words quickly and accurately. More specifically, it refers to the reader's ability to read effortlessly with accurate word recognition, at an appropriate speed and with meaningful expression, which enables them to construct the meaning of the text.

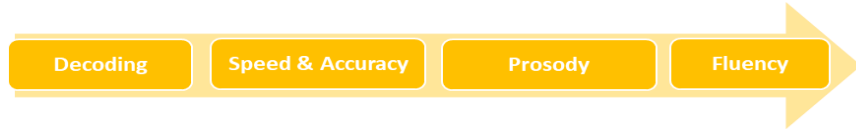
Why?

- Reading fluency is necessary for understanding the meaning of the text. When pupils read too slowly or haltingly the text is broken up into meaningless groups of words; pupils' efforts become focused just on what they are reading rather than putting that effort into extracting its meaning.
- A lack of reading fluency results in a weakness for reading comprehension. Therefore, to improve the outcomes for reading at the end of KS2, reading fluency should be an essential part of reading instruction. With the significant increase in word count and challenge in the end of key stage tests, pupils need to direct most of their cognitive energy to the task of making sense of the text rather than decoding the words.
- Although speed and accuracy, at the appropriate level, are important skills needed for reading fluency, they should go hand in hand with developing proper phrasing, intonation and expression (prosody). This enables the reader to construct the meaning as they read the text.

What?

As pupils learn to read, they move from understanding how letters relate to sounds, to how these sounds can be blended together to form words, then understanding the meaning of these individual words, and what the words mean together when combined in a phrase.

Once they recognise the groups of words that make a phrase or sentence pupils demonstrate their understanding of meaning by knowing which words to emphasise, raising and lowering the volume and pitch of their voices, pausing at appropriate places within the text, speeding up and slowing down where appropriate and using punctuation to cue expression and appropriate inflection. This is the point reading fluency is reached.



Diagnosis

There are several dimensions to assessing reading fluency: reading accuracy, reading speed, prosody (stress and intonation used to contribute to *meaning*) and *reading comprehension*.

- Use Reading Speed texts to assess reading speed and accuracy.
- Use Reading Fluency Check to check prosody.
- Use Reading Questions to assess understanding.

Therapy

- Timetable weekly explicit Reading Fluency Instruction (recommended 30 minutes per week).
- Use Reading Fluency Strategies across the curriculum.
- Regularly model good oral reading across the curriculum.

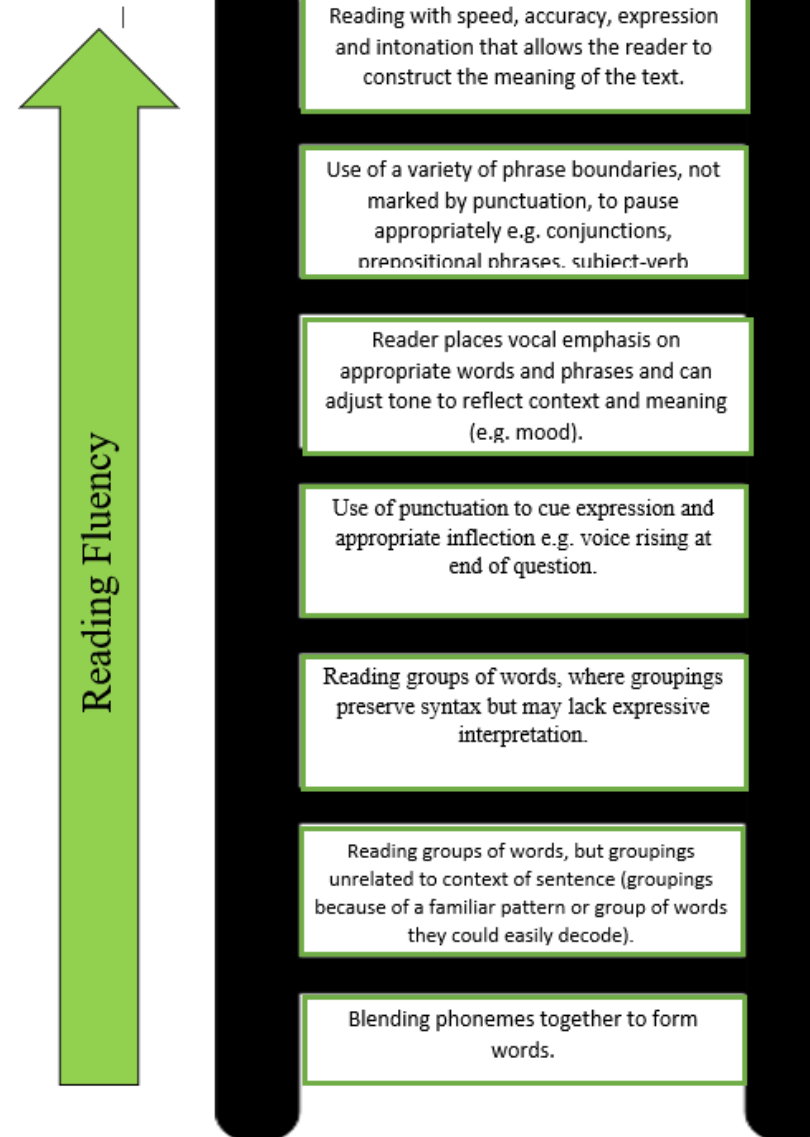
Testing

- Regular checks (at least every half term) of reading accuracy, reading speed, prosody and *reading comprehension*.
- Ensure that this remains a priority by making the explicit teaching of reading fluency an inherent part of their standard school diet for developing reading skills.

Blending sounds together to form words		Good visual recall of words and decodes unknown words with some effort		Automatically recognises words, decoding unknown words quickly	
Reads word by word		Reads groups of words, but groupings unrelated to context of sentence		Reads with good phrasing, preserving the syntax	
Uses a monotone or quiet voice		Sometimes reads with volume and expression		Reads with varied volume, intonation and expression, matching the meaning of the text	

Does not pay attention to punctuation marks when reading		Pauses are mostly longer at end punctuation marks and shorter at commas		Pauses appropriately for punctuation marks and uses punctuation to cue expression and appropriate inflection	
Pausing or hesitancy takes away the meaning of the text		Occasional breaks in rhythm, but meaning usually retained once difficulty has been resolved		Reads smoothly and can speed up or slow down at appropriate places in the text	
Pace is slow		Pace is uneven, sometimes too slow or too fast		Reads at a conversational speed and pace is consistent across the text.	
Stresses words in the wrong places		Changes pitch and stresses on some important words		Reader places vocal emphasis on appropriate words and can adjust tone at appropriate points in text to attend to the meaning as they read	





Word reading (decoding) skills ladder-

Skill Ladder	Key Knowledge
<u>Nursery</u> (Phonics ARE should be used in conjunction with this document)	
Letters and sound is the beginning focus of nursery.	Children begin their reading journey using letters and sounds. This will be practised alongside the fluency skills ladder (expression) and should not be taught without this. ➤ Follow the Nursery ARE phonic ladder and the letters and sounds scheme. ➤ Huge focus on identifying, and describing sounds in the environment- exploring sound.
Children understand books and understands the concepts of stories/rhymes/poems	Children should be enthused by books and start to understand the concept of decoding. There will be a large focus on stories, rhymes and poems. ➤ Follow the Nursery ARE phonic ladder and the letters and sounds scheme. ➤ Huge focus on hearing as many familiar stories, rhymes and poems as possible. Children should be secure on understanding rhyme by nursery end.
Begin synthetic, systematic phonic learning (RWI)	When ready, children in nursery will begin RWI programme of study. This is about introducing the children to the initial sounds in words and beginning to orally sound blending. ➤ Follow the Nursery ARE phonics ladder and the letters and sounds scheme. ➤ Children should be able to recognise all set 1 sounds by nursery end and start to Fred talk phonetically plausible words. They will also be able to recognise some red words.
<u>Reception</u>(Phonics ARE should be used in conjunction with this document)	
Systematic-synthetic phonics is taught	Children continue to learn systematic-synthetic phonics- they can link sounds; segment sounds in simple words and blend sounds together. This is practised alongside fluency skills ladder (expression) and should not be taught without this. ➤ Follow the Reception ARE phonic ladder and the RWI scheme. ➤ Practise blending and segmenting as often as possible.
Begin to read captions, sentences and questions.	Children can use their phonic knowledge to begin to read captions, sentences and questions

	➤ <i>Model reading these to the children- display in the classroom, become familiar to children. Build up their confidence to read unfamiliar captions, sentences and questions.</i>
Read all reception high frequency words fluently	Children will begin to read all reception high frequency words by reception end. ➤ I, go, come, went, up, you, day, was, look, are, the, of ,we , this, dog, me , like, going, big, she, and , hey, my, see , on, away, mum, it, at, play, no, yes, for, a , dad, can, he , am , all, is, cat, get, said , to, in. ➤ <i>To be displayed in the classroom- read frequently by the children so they know them by sight.</i> ➤ <i>Word tins sent home to practise these words at home.</i>
Read some red words correctly	Children will recognise these words by sight and will be able to read all by reception end. ➤ I, the, me, of, to, no, go into, he, she, we, me, be, was, my , you, her, they, all, are, her , said, what, one, there.
Children are beginning to read multi-syllabic words	Children are beginning to read words with more than one syllable and they can use this as a skill to read aloud- adding to their phonic blending skills for reading. ➤ <i>Introduce children to syllables- teach them explicitly- chunks of speech sound in words.</i> ➤ <i>Clap/use instruments to demonstrate syllables in words</i>
Begin to read familiar books fluently	In reception, children should be reading familiar books at 30-40 words per minute. ➤ <i>These can be familiar tales learnt in both nursery and reception or familiar rhymes.</i>
<u>Year 1(Phonics ARE should be used in conjunction with this document)</u>	
Systematic, synthetic phonics is continued	Children responds correct sound to graphemes for most of the 40+ phonemes. Can do this with familiar words and unfamiliar words. ➤ <i>Children have daily phonics lessons. They should also be practising the GPC regularly.</i>
Reads and understands sentences at their phonic level	Children can begin to read sentences at their level, recognises familiar words in the sentence and attempts to decode unfamiliar words in that sentence. ➤ <i>Children can read full sentences in their phonic books. They practise these at home and in school.</i>
Use phonic knowledge/blend sounds to read unfamiliar words	Children can segment words using sounds and use their phonic knowledge to sound out these words- sometimes in their head and read out loud confidently. ➤ <i>Children have daily phonics lessons, this should also be practised in other lessons regularly.</i>

Read aloud unfamiliar books above their phonic level after being modelled by a teacher	Children can practise reading words that are above their phonic level after their teacher models this to them- again ensure that fluency is also taught alongside this. ➤ Modelling unfamiliar books above their age will enable children to build their confidence in decoding and reading aloud.
Be secure reading phase 2 high frequency and common exception words	Children can read these words confidently with no pause- ➤ a, an, as, at, if, in, is, it, of, off, on, can, dad, had, back, and, get, big, him, his, not, got, up, mum, but, put, the, to, I, no, go, into
Be secure reading phase 3 high frequency and common exception words	Children can read these words confidently with no pause ➤ will, that, this, then, them, with, see, for, now, down, look, too, he, she, we, me, be, was, you, they, all, are, my, her
Be secure reading phase 4 high frequency and common exception words	Children can read these words confidently with no pause ➤ Went, from, children, little, it's, just, help, said, were, out, like, one, have, do, when, some, come, there, what, so
Read common suffixes	Can read words with the suffixes- -s, -es, -ing, ed, er, est ➤ They should also understand what suffixes are and what they do to change the meaning of a word. ➤ <i>Include words with these suffixes in your WAGOLL for writing- read them to the children, encourage them to use them, read them aloud.</i>

Read contractions and understand what they are	Be secure reading words containing contractions- for example, I'm, I'll, We'll and understands that the apostrophe represents the omitted letters. ➤ <i>Include contractions in your WAGOLL for writing- read them to the children; encourage them to use them, read them aloud.</i>
Be secure reading phase 5 high frequency and common exception words	Children can read these words confidently with no pause ➤ Mr, looked, made, your, came, saw, Mrs, don't, asked, very, make, put, called, old, I'm, by, their, oh, could, about, house, time, day, people, here
Read multi-syllable words confidently	Children now recognise word parts “chunks” in words- this helps them decode multisyllabic unfamiliar words. This eases the decoding burden- as they use this alongside their phonic knowledge. ➤ <i>Continue syllable knowledge used in reception. Clap/instruments syllables in words- use more complex words with suffixes and prefixes and demonstrate using syllables to read them aloud.</i>
Read all year 1 common exception words confidently	Children can read the year 1 words with ease and at pace. They can do this without pausing and without attempting to blend. ➤ <i>Use these words in your WAGOLLS, on your displays and expose children to them as often as possible, reading them as often as possible so they can read them by sight.</i>

Be secure on all sounds and now reading 70+ words per minute	Children can read all sounds taught in year 1 and can blend and segment in their head. They can read at speed, and are beginning to work on their expression whilst reading independently ➤ <i>Children should be taught to be read with expression (fluency skill ladder) and also be reading at a good pace. Demonstrate and model this as often as possible- including in phonics lessons.</i> ➤ <i>The Phonics test should be passed for children to be ARE at year 1 end.</i>
<u>Year 2</u>	
Responds accurately to the graphemes for the 40+ phonemes	Children apply phonic knowledge to decode words confidently- they respond accurately and speedily to the graphemes. ➤ <i>Phonics still needs to simmering throughout year 2- children will need these skills to read unfamiliar words. Recap GPCs, read phonics books aloud practising automatic decoding and expression.</i>

Phonic knowledge and syllable knowledge are confidently used to decode unfamiliar words	Children have now had lots of practise with reading. However, they need to keep practising phonics to help read unfamiliar words. They need to sound out and blend if they get stuck. ➤ Children continue to use their phonic knowledge and syllable knowledge to decode unknown words. This is becoming more automatic- children are spotting patterns and chunks or words which helps reading become more automatic.
Reads aloud and self-corrects independently	Self-correction behaviours are done overtly- this begins to become less apparent as they begin to self-correct in their head. ➤ Let the child read to the end of the sentence- find the error on their own. ➤ Model self-correction to the children, talk about how you can do it in your head. You notice how something doesn't sound right based on the context of the text. Explicitly teach them this, encourage them to practise this when reading their own texts aloud.

Reads suffixes, prefixes, root words and contractions regularly	Children can read more sophisticated words by using their growing knowledge of suffixes and prefixes and adding these to root words. They use their syllable knowledge and this knowledge combined. Contractions are read and understood with ease.
Decoding is becoming automatic (90+ words per minute)	Children take note of punctuation whilst reading and can do so with good expression, tone and intonation. They read at a good pace, and can slow down or speed up to enhance the meaning of the text.

Children can re-read above age books to build up their fluency and word reading	Children can read aloud books above their age after being modelled by their teacher. This helps them read without having to decode and can use the familiarity to develop fluency and word-reading. ➤ <i>Get children to follow with their finger whilst you read aloud. Get them to repeat the sentence- this will build up their vocabulary and decoding skills.</i>
Children begin to be able to silent read for short periods of time	Children now have strong phonic knowledge and comprehension skills- this will help them read more broadly, confidently and fluently. ➤ At this stage in their reading education they can read silently for short periods of time and understand what they are reading for themselves. Children pick their own books to read to themselves developing their love of reading. ➤ <i>Get the children to practise reading silently. Teach the excitement of reading silently- stepping into the story. Make the reading area enticing, quiet and calm atmosphere.</i> ➤ <i>Model close reading for non-fiction how to find information (can be in foundation subjects) ready for further learning in KS2.</i>
<u>Year 3</u>	
Uses phonic knowledge to decode and reading is automatic	Children use their phonic knowledge to read unfamiliar words- they can use this knowledge if they get stuck on reading words. They read familiar words with ease.

	➤ <i>Phonic skills should still be taught in year 3- children to use these to be able to read unfamiliar more complex vocabulary.</i>
Reads aloud with speed, fluency, accuracy and enthusiasm	Children can read aloud confidently at an appropriate speed for the meaning of the text. They can change their speed when it is appropriate and in contexture with punctuation.
Reads aloud and understands words using knowledge- root words, prefixes and suffixes	Children can read more sophisticated words by using their growing knowledge of suffixes and prefixes and adding these to root words. They use their syllable knowledge and this knowledge combined. Contractions are read and understood with ease.
Confidently self corrects when text doesn't make sense	Self-correction behaviours are now mostly done in the child's head. They can correct errors without having to blend and decode. ➤ <i>Encourage and model self correction- allow the children to correct their own errors</i>
Continues to read words with multi syllables	Including words beyond taught GPC
Reads aloud complex books beyond their age group- after being modelled by teacher	Children practise reading aloud more complex books by echoing their teacher- this develops their fluency and word reading further.
Read some year 3 and 4 common exception words	Children can read some of the year 3 and 4 common exception words with ease.
Is now confident in word reading silently	Children can now read longer texts for a longer period of time. They are becoming able to read for sustained periods of time. They are beginning to develop skills of close reading for non-fiction.
<u>Year 4</u>	
Reads most words effortlessly and attempts to decode unfamiliar words with automaticity	Most words the children come across they can now read. They still use their phonic knowledge and syllables but this is mostly done in their head.

Reads aloud- continues to use knowledge of root words, prefixes and suffixes.	Children can read more sophisticated words by using their growing knowledge of suffixes and prefixes and adding these to root words. They use their syllable knowledge and this knowledge combined. Contractions are read and understood with ease.
Reads all year 3 and 4 words accurately and confidently	All year 3 and 4 common exception words are read accurately and with ease.
Automatically tracks the text and self corrects	Children self-correct as they read and can spot errors easily. They are beginning to track the text and consider what the writer has written and why.
Reads a wide range of challenging texts above their age	Children practise reading aloud more complex books by echoing their teacher- this develops their fluency and word reading further.
Reads silently with stamina	Can read well silently, they have developed different styles for reading. ➤ Close reading for non-fiction ➤ Sustained silent reading for fiction.
<u>Year 5</u>	
Reads the majority of words effortlessly and decodes unfamiliar words effortlessly	Reading is now nearly completely automatic- most words, even unfamiliar words can be decoded in their head.
Reads aloud- continues to use knowledge of root words, prefixes and suffixes.	Children can read more sophisticated words by using their growing knowledge of suffixes and prefixes and adding these to root words. They use their syllable knowledge and this knowledge combined. Contractions are read and understood with ease.
Reads some year 5 and 6 common exception words	Reads some year 5 and 6 common exception words with ease.
Reads aloud with accuracy, self corrects with ease and at a reasonable speaking pace	Reading is mostly accurate, with self -correction happening automatically. They read at a good pace appropriate for the meaning of the text.

Reads silently with stamina	Children can silently read for a sustained period of time. They are developing these skills: ➤ Close reading for non-fiction is used independently ➤ Sustained silent reading for complex fiction texts
Year 6	
Reads words effortlessly, decodes unfamiliar words with automaticity	Reading is sufficiently fluent and effortless
Reads aloud- continues to use knowledge of root words, prefixes and suffixes.	Children can read more sophisticated words by using their growing knowledge of suffixes and prefixes and adding these to root words. They use their syllable knowledge and this knowledge combined. Contractions are read and understood with ease.
Reads all year 5 and 6 common exception words	Children can read all common exception words with ease.
Reading aloud is fluent and effortless. Decoding is now completely automatic.	Children read independently, they have a love of reading and read for a range of reasons. This will help build their foundation for secondary school reading.