



Moorside Primary School

Year 5 Reading Overview

Word Reading			
Phonics and Decoding	Common Exception Words	Fluency	
<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*</p>	<p>To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p> <p>Pupils should be encouraged to work out an unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word accurately reading of individual words, which might be key to the meaning of a sentence or paragraph, improved comprehension.</p>	
Reading Comprehension			
Understanding and Correcting Inaccuracies	Comparing, Contrasting and Commenting	Words in Context and Authorial Choice	Inference
<p>To check their understanding, explore the meaning of words in context and ask questions.</p>	<p>To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>To identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>To recommend texts to peers based on personal choice.</p> <p>To read books that are structured in different ways and read for a range of purposes.</p> <p>To make comparisons within a</p>	<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p>	<p>To draw inferences from characters' feelings, thoughts and motives.</p>



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Prediction	Sequence and Summarise	Poetry and Performance	Non-Fiction (Retrieval Questions)
To make predictions based on details stated and implied, justifying them in detail with evidence from the text.	To summarise and present a familiar story in their own words To summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	To continually show an awareness of audience when reading out loud using intonation, tone, volume and action. To learn a wider range of poems by heart.	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.