



## Widmer End CC School Progression of Skills in Reading

<b>Year 5</b>					
<b>Word Reading</b>					
Pupils can:					
<ul style="list-style-type: none"> <li>Applies their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet</li> <li>They rarely misread words because they look closely at all the letters within it</li> <li>Work out how to pronounce unfamiliar written words with increasing automaticity</li> <li>Read aloud, with confidence and fluency</li> </ul>					
<b>RETRIEVE</b> Understand, summarise, retrieve and record information from texts, including non-fiction.	<b>INTERPRET</b> Deduce, infer or predict information, events or ideas from text, justifying using the text.	<b>CHOICE</b> Explain and comment on the writers' use of language, structure and presentation and the overall impact on the reader.	<b>VIEWPOINT</b> Identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.	<b>PERFORM</b> Show understanding through intonation, tone, volume and action when performing poems and play-scripts.	<b>REVIEW</b> Discuss books read independently and as a group, justifying their views.
<b>Comprehension – Understanding reading</b> <ul style="list-style-type: none"> <li>Identify and discuss themes (e.g. loss/ heroism) and conventions( e.g. use of first person/ diary format) in a wide range of texts</li> <li>Make comparisons within and across two or three books</li> <li>Consider different accounts of the same event-from e.g. different characters' point of view within the story</li> <li>Identify and discuss viewpoints within a text</li> <li>Identify how language, structure and presentation contribute to meaning – e.g. how a text looks, the type of language an author uses (negative, lots of verbs to create a busy scene etc.)</li> <li>Recognise that authors use language in different ways to create effect (simile, metaphor, alliteration) and make a simple comment on how this affects the reader</li> <li>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with specific contextual evidence</li> <li>Predict what might happen from details stated and implied</li> <li>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>Begins to ask questions to develop understanding of texts independently</li> </ul>			<b>Non-Fiction</b> <ul style="list-style-type: none"> <li>Retrieve, record and present information from nonfiction from a range of sources including the internet</li> <li>Use contents pages and indexes to locate information</li> <li>Distinguish between statements of fact and opinion</li> <li>The main purpose of the text is identified Reading Behaviour</li> </ul>		

## Reading Behaviour

Pupils can:

### Discuss, explain and evaluate

- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas
- With assistance 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
- Provide reasoned justifications for their views by making general reference to the text
- Summarise and present a familiar story in their own words
- Beginning to use technical language to describe language used (e.g. simile, metaphor)

### Range and Reading Habits

- Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Increase their familiarity with a wide range of books, including fairy stories, myths and legends
- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Recognise some different forms of poetry e.g. for example, free verse, narrative poetry
- Read books that are structured in different ways and read for a range of purposes

VIPERS - Suggested question stems for whole class reading					
Vocabulary	Inference	Prediction	Explain	Retrieve	Sequence
<ul style="list-style-type: none"> <li>• What do the words ...</li> <li>• And ...suggest about the character, setting and mood?</li> <li>• Which word tells you that ...?</li> <li>• Which keyword tells you about the character / setting / mood?</li> <li>• Find one word in the text which means....</li> <li>• Find and highlight the word that is closest in meaning to .....</li> <li>• Find a word or phrase which shows/suggests that ....</li> </ul>	<ul style="list-style-type: none"> <li>• Find and copy a group of words which show that...</li> <li>• How do these words make the reader feel? How does this paragraph suggest this?</li> <li>• How do the descriptions of ... show that they are ..... ?</li> <li>• How can you tell that ...?</li> <li>• What impression of ..... do you get from these paragraphs?</li> <li>• What voice might these characters use?</li> <li>• What was ... thinking when ... ?</li> <li>• Who is telling the story?</li> </ul>	<ul style="list-style-type: none"> <li>• From the cover what do you think this text is going to be about?</li> <li>• What is happening now? What happened before this? What will happen after?</li> <li>• What does this paragraph suggest will happen next? What makes you think this?</li> <li>• Do you think the choice of setting will influence how the plot develops?</li> <li>• Do you think ... will happen? Yes, no or maybe? Explain your answer using evidence from the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Why is the text arranged in this way?</li> <li>• What structures has the author used?</li> <li>• What is the purpose of this text feature?</li> <li>• Is the use of ..... effective?</li> <li>• The mood of the character changes throughout the text. Find and copy the phrases which show this.</li> <li>• What is the author's point of view?</li> <li>• What effect does ..... have on the audience?</li> <li>• How does the author engage the reader here?</li> <li>• Which words and phrases are used effectively?</li> <li>• Which section was the most interesting / exciting part?</li> <li>• How are these sections linked?</li> </ul>	<ul style="list-style-type: none"> <li>• How would you describe this story/text? What genre is it? How do you know?</li> <li>• How did...? How often...? Who had...? Who is...? Who did...?</li> <li>• What happened to ... ?</li> <li>• What does.... do?</li> <li>• How is .....?</li> <li>• What can you learn about ... from this section?</li> <li>• Give one example of .....</li> <li>• The story is told from whose perspective?</li> </ul>	<ul style="list-style-type: none"> <li>• Can you number these events 1-5 in the order that they happened?</li> <li>• What happened after .....? What was the first thing that happened in the story?</li> <li>• Can you summarise in a sentence the opening / middle / end of the story?</li> <li>• In what order do these events come in the chapter?</li> </ul>