



Year 5 & 6

Reading Breadth of Study



Autumn	Spring	Summer
Decoding		
Read common exception words (Year 5/6 spellings)	Read common exception words (Year 5/6 spellings)	Read common exception words (Year 5/6 spellings)
Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet.	Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet.	Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet.
Learning to appreciate poetry/rhymes and recite some by heart	Learning to appreciate poetry/rhymes and recite some by heart	Learning to appreciate poetry/rhymes and recite some by heart
Comprehension		
2a give / explain the meaning of words in context 10-20%	2a give / explain the meaning of words in context 10-20%	2a give / explain the meaning of words in context 10-20%
Distinguishing between statements of fact and opinion	Distinguishing between statements of fact and opinion	Distinguishing between statements of fact and opinion
Checking that the book makes sense to them and exploring the meaning of words in context	Checking that the book makes sense to them and exploring the meaning of words in context	Checking that the book makes sense to them and exploring the meaning of words in context
Asking questions to improve their understanding	Asking questions to improve their understanding	Asking questions to improve their understanding
2b retrieve and record information / identify key details from fiction and non-fiction 16-50%	2b retrieve and record information / identify key details from fiction and non-fiction 16-50%	2b retrieve and record information / identify key details from fiction and non-fiction 16-50%
Inference		
2c Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas (precising longer passages) 2-12%	2c Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas (precising longer passages) 2-12%	2c Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas (precising longer passages) 2-12%
2e predict what might happen from details stated and implied 0-6%	2e predict what might happen from details stated and implied 0-6%	2e predict what might happen from details stated and implied 0-6%
2d make inferences from the text / explain and justify inferences with evidence from the text 16-50%	2d make inferences from the text / explain and justify inferences with evidence from the text 16-50%	2d make inferences from the text / explain and justify inferences with evidence from the text 16-50%
2g identify / explain how meaning is enhanced through choice of words and phrases 0-6%	2g identify / explain how meaning is enhanced through choice of words and phrases 0-6%	2g identify / explain how meaning is enhanced through choice of words and phrases 0-6%
Drawing inferences such as inferring characters' feelings from their actions	Drawing inferences such as inferring characters' feelings from their actions	Drawing inferences such as inferring characters' feelings from their actions
2f identify / explain how information / narrative content is related and contributes to meaning as a whole 0-6%	2f identify / explain how information / narrative content is related and contributes to meaning as a whole 0-6%	2f identify / explain how information / narrative content is related and contributes to meaning as a whole 0-6%
Language & Effect		
2h make comparisons within the text 0-6%	2h make comparisons within the text 0-6%	2h make comparisons within the text 0-6%
Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader and how it contributes to meaning.	Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader and how it contributes to meaning.	Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader and how it contributes to meaning.
Making comparisons within and across books (e.g. comparing characters or books by the same author)	Making comparisons within and across books (e.g. comparing characters or books by the same author)	Making comparisons within and across books (e.g. comparing characters or books by the same author)
Themes and Conventions		
Identifying and discussing themes and conventions in and across a wide range of writing (features of a particular genre).	Identifying and discussing themes and conventions in and across a wide range of writing (features of a particular genre).	Identifying and discussing themes and conventions in and across a wide range of writing (features of a particular genre).
Retelling and recognising some different forms of poetry [for	Retelling and recognising some different forms of poetry [for example, fairy	Retelling and recognising some different forms of poetry [for example, fairy

example, fairy tales, myths, free verse and narrative poetry]	tales, myths, free verse and narrative poetry]	tales, myths, free verse and narrative poetry]
Learning poetry / play scripts by heart to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience	Learning poetry / play scripts by heart to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience	Learning poetry / play scripts by heart to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience
Participating in discussions about books, explaining their understanding of what they have read and providing reasoned justifications for their views. (Possibly in presentations and debates, using notes where necessary.)	Participating in discussions about books, explaining their understanding of what they have read and providing reasoned justifications for their views. (Possibly in presentations and debates, using notes where necessary.)	Participating in discussions about books, explaining their understanding of what they have read and providing reasoned justifications for their views. (Possibly in presentations and debates, using notes where necessary.)

Consolidate Learning End Of Half Term Quiz/ Book Discussion.

<p>Book discussion - discussing 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</p> <p>Key Vocab - title, context page, page number, glossary fiction, non-fiction, myths, legends, traditional tales, real, imaginary, tone, volume, action, pitch, fluency, evidence, justify</p>	<p>Book discussion - Inference - identifying main ideas drawn from more than one paragraph and summarising these</p> <p>Key Vocab - title, context page, page number, glossary fiction, non-fiction, real, imaginary, rhyme, like & dislike, tone, volume, action, pitch, fluency, summary, evidence, justify</p>	<p>Book discussion - Recommending books that they have read to their peers, giving reasons for their choices</p> <p>Key Vocab - title, context page, page number, glossary fiction, non-fiction, real, imaginary, rhyme, prediction, like, dislike, predicting, tone, volume, action, pitch, fluency, summary, evidence, justify, opinion.</p>
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Percentage Value

More Able

Unicef Articles	
Article 31	Every child has the right to find out things and share what they think of others, by talking, drawing, writing or in any other way unless it harms or offends other people.
Article 29	Every child has the right to an education that should help them to use and develop their talents and abilities. It should also help them to learn to live peacefully, protect the environment and respect other people.
Article 17	Every child has the right to get information that is important to their well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information they are getting is not harmful, and help them find and understand the information you need.