The Federation of Nettlestone & Newchurch Primary Curriculum Overview English Year 5-Reading

Autumn Term	Spring Term	Summer Term
Reading: Comprehension (Clarify) • **I can ask pertinent and helpful questions to improve my understanding of a text. KPI** • I can use contextual and genre knowledge to determine alternate meanings of known words. Reading: Comprehension (Monitor and Summarise) • I can distinguish between statements of fact and opinion and understand why this is important to interpreting the text. • I can identify main ideas drawn from more than one paragraph and summarise these, identifying the key details that support the main idea. • **I can** understand **what I read, in books I can read independently, by checking that the text makes sense to me, discussing my understanding and explaining the meaning of words in context. KPI**	***Please note. All areas have been covered over the year. They were also planned to be taught through different text types during home learning.** Reading: Comprehension (Monitor and Summarise) • I can use reference to language, structural and presentational features to support understanding of age-appropriate texts. • I can summarise main ideas in a series of sentences from more than one place within an age-appropriate text using my own words and key details from the text that support the main ideas.	Reading: Comprehension (Monitor and Summarise) • **I can understand what I read, in books I can read independently, by checking that the text makes sense to me, discussing my understanding and explaining the meaning of words in context. KPI** • I can summarise main ideas in a series of sentences from more than one place within an age-appropriate text using my own words and key details from the text that support the main ideas.

Reading: Comprehension (Respond and Explain)

- I can identify and explain the author's point of view with reference to the text.
- I can make comparisons within and across books by comparing information, characters or events within and between age-appropriate texts.
- **I can participate in discussions about books that are read to me and those I can read for myself, building on my own and others' ideas and challenging views courteously. KPI**
- I can provide reasoned justifications for my views about a book.

Reading: Comprehension (Select and Retrieve)

- **I can retrieve and record information from non-fiction by using features to locate information (e.g. contents, indices, subheadings). KPI**
- **I can retrieve, record and present information from non-fiction extracting information from age-appropriate texts and**

Reading: Comprehension (Respond and Explain)

- I can consider the similarities and differences in approaches taken and viewpoints of authors and of fictional characters.
- I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- I can identify how presentational and organisational choices vary according to the form and purpose of the writing.

Reading: Comprehension (Respond and Explain)

- I can explain and justify comparisons within and between books with reference to key details.

Reading: Comprehension (Select and Retrieve)

- I can extract information from the text and make notes using my own words, key vocabulary and other references to the text.

make notes using quotation and reference to the text. KPI
- I can skim and scan efficiently for vocabulary, key ideas and facts on both the printed page and screen.

Reading: Inference
- I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence from the text and wider experiences.
- I can make predictions and express opinions, explaining and justifying these with reference to the text.

Reading: Language for Effect
- I can identify and comment on genre-specific language features used in age-appropriate texts, (e.g. related language to convey information in a non-fiction text).
- I can identify how language, structure, and presentation contribute to meaning, giving relevant examples to illustrate.
- I can understand and begin to use technical terms to discuss language effects, (e.g. simile,

Reading: Inference
- I am beginning to make links between the authors' use of language and the inferences drawn.
- I can refer accurately to elements from across the text to support predictions and opinions.

Reading: Language for Effect
- I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- I can discuss and evaluate the intended impact of the language used with reference to the text.

metaphor, personification), with reference to the text.

Reading: Themes and Conventions
- **I can develop positive attitudes to reading and understanding of what I read by reading books that are structured in different ways and show some awareness of the various purposes for reading by using, selecting and reading books that are structured. KPI**
- I can discuss how the organisation of a text supports its purpose, (e.g. persuading, explaining, informing etc.)
- **I can maintain positive attitudes to reading and understanding of what I read by identifying and discussing themes and conventions in a wide range of writing (e.g. 'heroism' or 'loss', across a range of age-appropriate texts, explaining the theme. KPI**

Reading: Word Reading
- **I can apply a growing knowledge of root words, prefixes and suffixes (morphology and etymology) - as listed in English**

Reading: Themes and Conventions
- I can draw meaning from a range of presentational devices in non-fiction texts.
- I can identify how presentational and organisational choices vary according to the form and purpose of the writing.

Reading: Word Reading
- I can apply Hampshire Core

Reading: Themes and Conventions
- **I can increase 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. KPI**
- I can make simple links between age-appropriate texts and their audience, purpose, time and culture drawing on a good knowledge of authors.

Reading: Word Reading
- I can apply Hampshire Core Spelling Curriculum knowledge when reading.

appendix 1 of the national curriculum document - both to read aloud and to understand the meaning of new words that are met. KPI • I can apply Hampshire Core Spelling Curriculum knowledge when reading.	Spelling Curriculum knowledge when reading.	