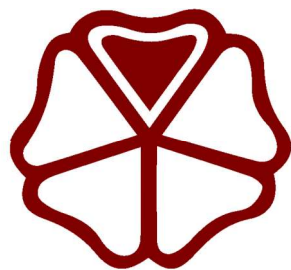


Sacred Heart RC Nursery & Primary School



Everyone is Sacred

Progression in Reading

Years 5 & 6

Year 5/ 6

The knowledge and skills that pupils need to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex writing and text types.

The focus comprehension skills for year 5/6 are: retrieve and explain; summarise, make connections; clarify, predict, infer and question.

RED: Guidance

BLACK: National Curriculum objectives

Reading for Pleasure in Years 5 and 6		Implementation
Intent	<p><i>Creating a culture where children are exposed to a range of high quality texts in a variety of contexts and have opportunity to browse literature as well as structured reading activities.</i></p> <p><i>Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any library services and expertise to support this.</i></p> <p><i>To build preferences in reading and choose to read</i></p> <p><i>To recognise authors and styles of reading that individuals enjoy</i></p> <p><i>Engaging in book discussions in a range of contexts, alongside adults and peers</i></p> <p><i>Sharing and recommending books.</i></p>	<p>Library visits/ genre tracker</p> <p>BookFlix</p> <p>Reading lessons.</p> <p>Reading at the end of the day.</p>
Reading Aloud		Implementation
Intent	<p><i>Exposing children to challenging and archaic texts, e.g. language and themes.</i></p> <p><i>Pupils should continue to have opportunities to listen frequently to stories, poems, non fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves.</i></p>	<p>Minimum of ten minutes reading to class a day using books from Spine below within reading lessons.</p>

Fluency: smoothness, expression and volume, phrasing and pace	
<p>Pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace.</p> <p>Pupils should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity.</p> <p>Pupils should be able to prepare readings, with appropriate intonation to show their understanding,</p>	<p>Year 5: ZPD range: 3.0-5.0</p> <p>AR 4.9 + RA: 10+</p> <p>Year 6: ZPD range: 3.0-6.0</p> <p>AR: 5.9+ RA: 11+</p> <p>Book Band: Sapphire/ Magenta/ free reader</p>
Word Reading	
<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in the National Curriculum English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p>	<p>Where is it explicitly taught</p> <p>RWI Spelling</p>

<p><i>Children will be able to read fluently all common exception words for years 1, 2 3, 4, 5 and 6.</i></p> <p>Although word reading no longer needs to be taught explicitly, attention and teaching should be provided to those children that are not accurately word reading. However, attention to vocabulary should be provided in terms of meaning, morphology and etymology.</p> <p><i>Pupils should be encouraged to work out any 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. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension. When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.</i></p>		Common exception word assessments
Range of Texts		
<p>Maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p><i>In using reference books, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information.</i></p> <p>Maintain positive attitudes to reading and understanding of what they read increasing their 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. <i>See coverage of genre fictions in text progression spine below and literature overview.</i></p> <p>Learn a wide range of poetry by heart.</p> <p>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p><i>See poetry progression. Play to write and perform in year 5 only. See English overview and reading spine.</i></p>		<p>See English Overview for progression of genres.</p> <p>Reading Lessons linked to key text from reading spine</p> <p>Genre Tracker.</p>

Comprehension		Where is it explicitly taught
Retrieve & Explain	Understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.	Reading lessons
Elements in bold relate	Understand what they read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. <i>Use PEE (Point, Evidence, and Explanation) to support inferences.</i>	Talk for Writing Sequence

<p><i>directly to retrieval and explanation.</i></p>	<p>Understand what they read by predicting what might happen from details stated and implied.</p> <p>Understand what they read by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. <i>Using quotation to support illustration.</i></p> <p>Provide reasoned justifications for their views.</p> <p>Retrieve, record and present information from non-fiction. <i>This can be linked to writing lessons and corresponding non-fiction writing sequence.</i></p> <p>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 <i>This can be linked to writing lessons and corresponding non-fiction writing sequence.</i></p> <p><i>The skills of information retrieval that are taught should be applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review</i></p>	
<p>Authorial Intent</p> <p>Structural choices</p>	<p>Maintain positive attitudes to reading and understanding of what they read by reading books that are structured in different ways and reading for a range of purposes.</p> <p>Understand what they read by identifying how structure and presentation contribute to meaning.</p>	<p>Talk for Writing Sequence</p> <p>Reading lessons</p>
<p>Authorial Intent</p> <p>Linguistic choices</p>	<p>Understand what they read by identifying how language contributes to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. <i>Commenting on writers' use of words, phrases and language features including figurative language. Alliteration, simile, metaphor, onomatopoeia, assonance, repetition and rhyme.</i></p> <p><i>Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect. See poetry progression for literary imagery devices. This includes how such devices are used to explore character and setting also within fictional texts as well as poetry.</i></p> <p>Distinguish between statements of fact and opinion</p>	<p>Talk for Writing Sequence</p> <p>Reading lessons</p> <p>Poetry progression</p>
<p>Form an Opinion</p>	<p>Maintain positive attitudes to reading and understanding of what they read by recommending books that they have read to their peers, giving reasons for their choices.</p>	<p>Reading lessons</p>

	<p>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><i>Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions.</i></p> <p>Provide reasoned justifications for their views.</p>	<p>BookFlix</p> <p>Class reader Book Talk</p>
<p>Summarise</p>	<p>Understand what they read by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. <i>Using quotation to support illustration.</i></p>	<p>Reading lessons</p> <p>BookFlix</p>
<p>Make Connections</p> <p>Theme and Conventions</p>	<p>Maintain positive attitudes to reading and understanding of what they read by identifying and discussing themes and conventions in and across a wide range of writing.</p> <p>Maintain positive attitudes to reading and understanding of what they read by making comparisons within and across.</p> <p><i>Pupils should be taught to recognise themes in what they read, such as loss or heroism. See spine for year group with text themes.</i></p> <p><i>They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text.</i></p> <p><i>Pupils should be shown how to compare characters, settings, themes and other aspects of what they read. See English overview for coverage of opportunity to explore characters, settings and themes within writing. Opportunities then need to be provided in reading lessons to compare these aspects of texts with other texts.</i></p>	<p>Reading lessons</p> <p>Talk for Writing Sequence</p> <p>Book talk/ class reader</p>
<p>Clarify</p>	<p>Understand what they read by checking that the book makes sense to them.</p> <p>Discussing their understanding and exploring the meaning of words in context.</p> <p><i>Clarify concepts and ideas at sentence, paragraph, and whole text level.</i></p>	<p>Reading lessons</p> <p>Book talk/ class reader</p>
<p>Predict</p>	<p>Understand what they read by predicting what might happen from details stated and implied based on:</p>	<p>Reading lessons</p>

	<ul style="list-style-type: none"> • themes • conventions • what has been read so far. • knowledge about the author • genres 	Book talk/ class reader
Infer	Understand what they read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. <i>Use PEE (Point, Evidence, and Explanation) to support inferences.</i>	Reading lessons Book talk/ class reader
Question	Understand what they read by asking questions to improve their understanding. <i>This may include questions regarding theme and authorial intent.</i>	Reading lessons

Year 5 and 6 Reading Spine		Themes/ characteristics
		Opportunities can be used to explore the links between the themes/ settings and characters. yellow : link to Gospel Values.
Teachers can choose one of the texts below as the focus text within reading lessons. Teachers should attempt to align the text (in terms of theme, plot, setting, character, imagery devices) with their writing sequence where possible.		
Year 5	<u>The Wolves of Willoughby Chase by Joan Aitken</u> Adventure/ historical Link past to future.	Adventure story set in alternative history of England in 1832. Historical vocabulary. Can be compared with the film version (PG) Character : two brave and determined girls. Theme : heroism, bravery, courage , friendship.
	<u>The NightBus Hero by Onjali Q Rauf</u> Real Life/ current topical issues	A story that will help children understand and think deeply about the real human beings whose lives are impacted by homelessness – and the power of kindness, friendship, empathy and how everyone has the potential to change for the better. Theme- bullying/ kindness compassion/ justice /homelessness/ perceptions.
	<u>Varjak Paw by SF Said</u> Adventure	Adventure story- illustrations with gothic quality. Character : Character of a cat. bravery, identity and difference. Difference between Varjak, the Elder Paw and the other cats. Theme : freedom, difference, bullying, kindness , courage and determination.

		<p>Description of setting: landscapes and city. Contrast of the inside of the house with outside in the city.</p>
	<p><u>Street Child by Berlie Doherty</u></p> <p>Historical/ sensitive issues</p>	<p>Historical text. Set in Victorian England late 1800s. Link to life of street children. (modern day context) and year groups where children have studied Victorians.</p> <p>Prediction linked to advice of what main character could do after each chapter.</p> <p>Link to Bernardo's children's home (inspiration for story) courage and justice.</p> <p>Theme: Loss, overcoming adversity, justice.</p> <p>Description: Victorian England.</p>
	<p><u>The Midnight Fox by Betsy Byers</u></p> <p>Differences of opinion/ sensitive issues</p> <p>Different traditions.</p>	<p>Wonder and experience of natures</p> <p>Character: changing attitudes.</p> <p>Alternative views: Perspectives of what Tom feels about the fox and his father's view as a farmer. Discuss the tension between his father's and Uncle Fred's expectations and Tom's view. Viewpoints of main events from different character perspectives.</p> <p>Themes: hopes, fears, traditions. integrity</p> <p>Setting: farm and nature.</p> <p>Prediction from the first two paragraphs.</p>
	<p><u>Tom's Midnight Garden by Philippa Pearce</u></p> <p>Shifting time patterns</p>	<p>Complex timeline and shifting time. Ghost moving through a door into a different time.</p> <p>Themes: loneliness and friendship (compassion and kindness)- relationship between youth and old age, transformation and nature of time.</p> <p>Description: Setting of garden.</p> <p>Links: Identify link with time travel (Lion, Witch and the Wardrobe.)</p> <p>Characters: Relationship between Hatty and Tom. Tom's strengths and weaknesses. Change of character.</p> <p>Links to: Lion, Witch and the Wardrobe portal/ travel to another time.</p>
	<p><u>FARThER by Grahame Baker Smith</u></p> <p>Picture Book</p>	<p>Complex picture book. Focus on war.</p> <p>Theme: loss , war, families and hope. peace</p> <p>Character: Father/ son relationship.</p>
Year 6	<p><u>Holes by Louis Sachar</u></p> <p>Flashback/ timelines of past and present/ Shifting time patterns</p>	<p>Timelines of past and present events. Opportunity for comparison and exploration of different forms of plots. Comparison with the film (PG).</p>

		<p>Themes: Choices fate and destiny. Friendship. Destructive nature of cruelty.</p> <p>Character: Empathy with character. Justifications for behaviour.</p>
	<p><u>Clockwork by Philip Pullman</u></p> <p>Tradition folktale</p>	<p>Traditional folktale (opening and ending) set in Germany. Opportunities to explore suspense. How does Phillip Pullman create suspense? Complex story with opportunity to explore how characters and events interconnect.</p> <p>Themes: human nature, mortality, society. Good and evil (kindness)</p> <p>Character: Comparison of Karl and Fritz. unlikely hero (heroine). Motivation to resolve conflict.</p> <p>Setting: darkness, suspense and danger.</p> <p>Character links to Pinocchio and Frankenstein.</p> <p>Links to: Firemaker's daughter- modern fairytale.</p>
	<p><u>Skellig by David Almond</u></p> <p>Fantasy novel</p> <p>Modern Fiction</p>	<p>Written from perspective of Michael: viewpoint of character, home life and events.</p> <p>Alternative character: timeless being, part human and part angel.</p> <p>Character: character development and description of fantastical character. How author keeps the reader guessing what the character is.</p> <p>Themes: life and death, friendship between Mina and Michael.</p> <p>Setting: Description of garage. Transformation of ordinary suburban street until the mystical creature is found.</p> <p>Links to: Ice Cat in year 3- mystical characters.</p>
	<p><u>Fireweed by Jill Patton Walsh</u></p> <p>Historical novel</p>	<p>Needs background knowledge of bombing of London in 1940s and evacuation. (non-fiction text).</p> <p>Characters: Perspectives of two different characters: thoughts, hopes and motives. Different backgrounds.</p> <p>Setting: The blitz and war-torn London.</p> <p>Themes: survival, war WW2, friendship, co-operation. Class in the 1940s.</p> <p>Link to: Why the Whales Came (WW1) FaRTHER yr 5 (theme of war) and year 6 poetry theme.</p>
	<p><u>River Boy by Tim Bowler</u></p> <p>Sensitive issue of death of Grandfather</p> <p>Mystery/ sensitive issues</p>	<p>Mystery. Relationship between granddaughter and Grandfather. Leap between the real and imagined. Poetic writing style.</p> <p>Theme: death and loss. Metaphor of the river.</p> <p>Character: River boy transitions from a presence to a real boy. Link between grandfather and the river boy. Relationship between granddaughter and Grandfather. Point of view of character.</p> <p>Links to: Tom's Midnight Garden- relationships between young and old. Cat Tales (yr 3) figurative manifestation for support.</p>

	<p><u>Pig Heart Boy by Malorie Blackman</u></p> <p>Real life/ Science/ topical issues</p>	<p>Making difficult decisions/ Real life issues. Themes of trusting new procedures/ money issues/ metaphors for life/ opportunity for debates/ animal activism.</p> <p>Themes: Friendship, betrayal and forgiveness/ decisions/ morality.</p>
	<p><u>The Girl of Ink and Stars by Kiran Millwood Hargrave</u></p> <p>Fantasy adventure</p>	<p>Themes: myth, magic and the power of friendship/ mystery/tension/ family/ kindness/ compassion.</p>
	<p>The Arrival Shaun Tan</p> <p>Picture Book/ topical issues</p>	<p>Immigration</p> <p>Opportunity to infer from pictures and make connections between knowledge of immigration. Infer character feelings of events. Children add writing to the pictures.</p> <p>Links to: theme of evacuation. Fireweed/ FaTHER/ Why the Whales Came.</p>