

Year 5 Reading Curriculum

Key Skills To Be Taught		
Vocabulary (VIPERS)	Inferring (VIPERS)	Predicting (VIPERS)
<ul style="list-style-type: none"> -uses a range of strategies to identify the meaning of new vocabulary -identifies examples of effective description that evoke time or place commenting both on word and sentence choice -notes words and phrases in pre twentieth century writing which have changed their meaning over time 	<ul style="list-style-type: none"> -provides evidence of characters changing during a story and discusses possible reasons where reasons are not obviously stated in the text -recognises that characters may have different perspectives in the story -considers the time and place where a story is set and looks for evidence of how that affects characters' behaviour and/or plot development -explores in-depth the meaning of particular multi-layered (figurative) word/phrases, deciding what effect the author most probably intended on the reader and justifying this with further evidence from the text -identifies conventions across a range of non-fiction text types and forms e.g. <i>first person in autobiographies</i> and can identify where a common convention has been broken/breached/ignored! Offer reasons for why the author may have chosen to do this -analyses characters' appearance, actions and relationships and makes deductions about differences in patterns of relationships and attitudes -identifies examples of dialogue that show different degrees of formality and considers what this implies about the relationships and context -shows understanding through emphasis, intonation and volume when performing 	<ul style="list-style-type: none"> -identifies whether changes in characters met or challenged the reader's expectations
Explaining (VIPERS)	Retrieving (VIPERS)	Summarising (VIPERS)
	<ul style="list-style-type: none"> -comments on use of language using terminology including onomatopoeia, metaphor, personification -notes how cohesion is achieved in different ways -identifies how the author signals change in the narration, time and place and notes the effect that this has on them as the reader -retrieves information, referring to more than one place in the text, and where there is competing (distracting) information -identifies and compares underlying themes in a range of narrative texts e.g. can track words/phrases linked with the theme throughout a narrative and note how the author keeps reinforcing the theme throughout. -identifies how an author varies pace by using direct or reported speech at different points in a story -comments on how a character is built and presented, referring to dialogue, action and description -retrieves, records and presents ideas from non-fiction in a different format e.g. retrieves information from a report to inform a persuasive text identifies precision in the use of technical terminology and considers the different reasons for why an author might use this e.g. for genuinely informative reasons, or to 'bamboozle' the reader 	<ul style="list-style-type: none"> -summarises main ideas from more than one text to support note taking -summarises ideas across paragraphs, identifying key details that support the main ideas -analyses information from tables and charts and can incorporate this information into a summary of the whole text
Analysing (KS2)		
<ul style="list-style-type: none"> -analyses the structure of more complex non-linear narratives (print and electronic texts that require choices to be made by the reader, creating multiple plots) e.g. <i>experimenting with the different paths that the reader can take through the text</i> -analyses paragraph structures in similar texts noting and commenting on similarities and differences 		
Authorial Intent (KS2)	Comparing (KS2)	
<ul style="list-style-type: none"> -recognises the style of different authors and recognises their intended audience 	<ul style="list-style-type: none"> -identifies balanced or biased viewpoints and discuss texts which -explore more than one perspective on an issue -checks whether viewpoint changes in the story 	

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Power Statements and Reading Behaviours To Be Taught In All Reading Lessons and Cross-Curricular

Power Statements

- Apply a wide range of prefixes, suffixes and root words to work out the meaning of unfamiliar words (see NC programme of Study)
- Locate and use information from a range of given sources, both fiction and non-fiction to investigate a question or a topic
- Read aloud a familiar text at an appropriately challenging level at a rate of 120 words per minute
- Recommend books to their friends giving reasons for their choices
- Skim materials to gain an overview of the text
- Select and give the main points of an information text
- Summarise key points when reading appropriate texts, showing understanding of the main significant ideas, themes, events and characters
- Use a range of technical terms to describe what has been read including metaphor, simile, analogy, imagery, style and effect
- Give an antonym, a synonym and examples of their usage with a wide range of words
- Point to ways a writer sets out to persuade a reader
- Explain thoughts and use points raised from two different perspectives to help clarify ideas e.g. On the other hand
- Distinguish between statements of fact or opinion

Reading Behaviours And Fluency

- Refines questions to deepen understanding of a text e.g. can generate a further question based on an initial question that takes the group's thinking further
- Uses technical and other terms needed for discussing what they hear and read e.g. *metaphor, simile, analogy, imagery, style and effect*
- justifies personal response to particular texts and characters with evidence
- Reads silently with good understanding using a range of strategies to work out unfamiliar words
- Self corrects spontaneously in order to enhance expression, intonation or to reinterpret what has been read
- Check that the book makes sense to them discussing, understanding and exploring the meaning of words in context
- Ask questions to improve their understanding
- Summarise the main idea drawn from more than one paragraph, identifying key details that support the main idea
- Identifying and discussing themes and conventions in and across a wide range of writing