

Year 5 Reading

| Reading Domains | Key Reading Skills | Suggested question stems for whole class reading |
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| <p>2a - give / explain the meaning of words in context</p> <p>2g - identify / explain how meaning is enhanced through choice of words and phrases</p> | <p>Vocabulary</p> <ul style="list-style-type: none"> • using vocabulary skills to check the meaning of words that they have read and to find synonyms • discuss new and unusual vocabulary and clarify the meaning of these • investigate alternative word choices that could be made • begin to look at the use of figurative language • re-write passages using alternative word choices • read around the word' and *explore its meaning in the broader context of a section or paragraph. <p>Choice</p> <ul style="list-style-type: none"> • discuss why words have been chosen and the effect these have on the reader • explain how words can capture the interest of the reader • discuss how the author's choice of language impacts the reader • evaluate the authors use of language | <ul style="list-style-type: none"> • What does this word/phrase/sentence tell you about the character/setting/mood? • By writing..., what effect has the author created? Do you think they intended to? • What other words/phrases could the author have used here? Why? • How has the author made you/this character feel by writing...? Why? • Find and highlight the word which is closest in meaning to ... • Find a word which demonstrates... • Can you rewrite this in the style of the author using your own words? • How have simile and metaphor been used here to enhance the text? |
| <p>2e - predict what might happen from details stated and implied</p> | <p>Prediction</p> <ul style="list-style-type: none"> • predicting what might happen from details stated and implied • support predictions with relevant evidence from the text. • confirm and modify predictions as they read on. | <ul style="list-style-type: none"> • Can you think of another story with a similar theme? How do their plots differ? • Which stories have openings like this? Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story? |
| <p>2b - retrieve and record information / identify key details from fiction and non-fiction</p> | <p>Retrieval</p> <ul style="list-style-type: none"> • confidently skim and scan, and use the skill of reading before and after to retrieve information. • use evidence from across larger sections of text • read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts. • retrieve, record and present information from non-fiction texts. • ask my own questions and follow a line of enquiry. • retrieve information from a non-fiction text or non-fiction text. | <ul style="list-style-type: none"> • Find the... in this text. Is it anywhere else? • When/where is this story set? Find evidence in the text. • Find the part of the story that best describes the setting. • What do you think is happening here? Why? • Who is telling this story? • Can you skim/scan quickly to find the answer? |

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| <p>2d - make inferences from the text / explain and justify inferences with evidence from the text</p> | <p>Inference</p> <ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • make inferences about actions, feelings, events or states • use figurative language to infer meaning • give one or two pieces of evidence to support the point they are making. • begin to draw evidence from more than one place across a text. | <ul style="list-style-type: none"> • What do you think... means? Why do you think that? Could it be anything else? • I think....; do you agree? Why/why not? • Why do you think the author decided to...? • Can you explain why...? Can you give me evidence from somewhere else in the text? • What do these words mean and why do you think that the author chose them? • How does the author make you feel? • What impression do you get from these paragraphs? |
| <p>2f - identify / explain how information / narrative content is related and contributes to meaning.</p> <p>2h - make comparisons within the text</p> | <p>Explaining</p> <ul style="list-style-type: none"> • looking for connections and meanings • provide increasingly reasoned justification for my views • recommend books for peers in detail • give reasons for authorial choices • begin to challenge points of view • begin to distinguish between fact and opinion • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • explain and discuss their understanding of what they have read, including through formal presentations and debates. <p>Making Comparisons</p> <ul style="list-style-type: none"> • identify similarities/different within texts • use the language of comparing-similar to "the same as," "likewise," "too," and contrasting language using words like "although," "differ," and "however." | <ul style="list-style-type: none"> • What is similar/different about two characters? Did the author intend that? • Explain why... did that. • Describe different characters' reactions to the same event. • Does this story have a moral? • Which is better and why? • How is the text organised and what impact does this have on you as a reader? • Why has the text been written this way? • How can you tell whether it is fact and opinion? • How is this text similar to the writing we have been doing? • How does the author engage the audience? |
| <p>2c - summarise main ideas from more than one paragraph</p> | <p>Summarise</p> <ul style="list-style-type: none"> • summarising the main ideas drawn from more than one paragraph, page, chapter, or the entire text identifying key details to support the main ideas. • make connections between information across the text and include this is an answer. • discuss the themes or conventions from a chapter or text • identify themes across a wide range of writing | <ul style="list-style-type: none"> • What is the main point in this paragraph? Is it mentioned anywhere else? • Sum up what has happened so far in... words/seconds or less. • Which is the most important point in these paragraphs? Why? • Do any sections/paragraphs deal with the same themes? • Can you find a text with a similar theme? |