

The Priory CE (VA) Primary School's Reading Progression Pathway Year 5/6



To fully develop every child's reading skills it will benefit some children to continue reading within the structure of a book band scheme. These books are for daily reading in school and at home and provide children with suitably challenging vocabulary, which enables them to develop their inference skills. All children will participate in whole-class reading lessons 3 -4 Times per week. The children will benefit from teacher led discussions and have multiple opportunities to read aloud.

Year 5 Key Texts



Year 6 Key Texts



Focus	Curriculum Content	Skills	Vocabulary
<p>Word reading</p>	<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words that they meet 	<ul style="list-style-type: none"> Self-correct when reading aloud. Read the National Curriculum's year 5 and 6 spelling list and words containing taught prefixes and suffixes. With a finger, track sentences when reading at length during whole-class reading lessons. When reading aloud recognise how the forms of punctuation affect fluency and expression during 1:1, guided and whole-class reading sessions. 	<p>tense (past and present) modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity adverbial passive voice</p>

		<ul style="list-style-type: none"> • When reading, pre-empt expression through the recognition of an author's writing style or the style of a genre. • When asked, locate specific word types linked to their learning. • When asked, identify specific forms of grammar linked to an author's writing style. <i>For example: I child will be asked to explain how and why Morpurgo uses dashes to embed information in Kensuke's Kingdom.</i> 	<p>subject object active synonym antonym ellipsis hyphen colon semi-colon bullet points</p>
<p>Inference and Comprehension</p>	<p>Pupils should be taught to: Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • 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 • recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books • learning a wider range of poetry by heart • preparing 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>understand what they read by:</p> <ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas 	<ul style="list-style-type: none"> • Make links between books they have read through identifying similarities in genre, plot, narrative, theme, morals and character traits. • Contrast and compare genres and recognise the features of common genres as well as justifying their own genre preference. • Make calculated predictions based on multiple aspects of evidence within the text. • Independently use an efficient rereading strategy when inferring or summarising a text: <ul style="list-style-type: none"> - read before or after a specific passage - skim read - locate and identify key words/phrases that make strong links with their wider knowledge of a book • Use a range of re-reading strategies to clarify the meaning of an unfamiliar word or phrase: <ul style="list-style-type: none"> - read before and after - (if possible) identify a root word - identify a prefix or suffix - consider the tense - consider the word class - re-read an entire passage to consider the context a word or phrase has being used in. - identify near synonyms or antonyms • Find and copy specific words or phrases by skim reading • Participate in a constructive debate by gathering evidence from a text to support and justify their argument whether they personally agree or not. 	<p>genre author poem script story blurb setting predict discuss debate opinion caption heading subheading index glossary fact contents inference infer explain retrieve explanation descriptive description skim read re-read paragraph novel formal informal justify</p>

	<ul style="list-style-type: none">• 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• distinguish between statements of fact and opinion• retrieve, record and present information from non-fiction• 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• 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• provide reasoned justifications for their views	<ul style="list-style-type: none">• Explain how a piece of text, a chapter or book has made them feel through discussion or a written outcome.• Evaluate a text by considering:<ul style="list-style-type: none">- key themes/morals/concepts- main characters (i.e. explaining their personal affection or loathing of a character)- author's writing style- genre- similarities and differences to their life	
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