

AUTUMN READING 5

Word reading

- apply their growing knowledge of root words, prefixes and suffixes as listed in Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

APPENDIX 1: Year 3 and 4

**accident(ally) actual(ly) address answer appear arrive
believe bicycle breath breathe build busy/business
calendar caught centre century certain circle complete
consider continue decide describe different difficult
disappear early earth eight/eighth enough exercise
experience experiment extreme famous favourite February
forward(s) fruit grammar group guard guide heard heart
height history imagine increase important interest island
knowledge learn length library material medicine mention
minute natural naughty notice occasion(ally) often
opposite ordinary particular peculiar perhaps popular
position possess(ion) possible potatoes pressure probably
promise purpose quarter question recent regular reign
remember sentence separate special straight strange
strength suppose surprise therefore though/although
thought through various weight woman/women**

Comprehension

Pupils should be taught to: maintain positive attitudes to reading and an 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
- preparing poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

understand what they read by:

- 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
- 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
- provide reasoned justifications for their views

SPRING READING 5

Word reading	Comprehension
<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes as listed in Appendix 1, both to read aloud and to understand the meaning of new words that they meet. <p>APPENDIX 1: Year 5 and 6</p> <p>accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience* conscious* controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined develop dictionary disastrous embarrass environment equip (-ped, -ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly) individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht</p>	<p>Pupils should be taught to: maintain positive attitudes to reading and an 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 • preparing poems 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 • identifying how language, structure and presentation contribute to meaning <ul style="list-style-type: none"> • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

SUMMER READING 5

Word reading	Comprehension
<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes as listed in Appendix 1, both to read aloud and to understand the meaning of new words that they meet. <p>APPENDIX 1: Year 5 and 6</p> <p>accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience* conscious* controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined develop dictionary disastrous embarrass environment equip (-ped, -ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly) individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht</p>	<p>Pupils should be taught to: maintain positive attitudes to reading and an 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 • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books <p>understand what they read by:</p> <ul style="list-style-type: none"> • asking questions to improve their understanding • summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas <ul style="list-style-type: none"> • 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, through debates, maintaining a focus on the topic and using notes where necessary • provide reasoned justifications for their views

NATIONAL CURRICULUM READING YEAR 5 AND 6

Word reading	Comprehension
<p>• apply their growing knowledge of root words, prefixes and suffixes as listed in Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p> <p>APPENDIX 1: accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience* conscious* controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined develop dictionary disastrous embarrass environment equip (-ped, -ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly) individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht</p>	<p>Pupils should be taught to: maintain positive attitudes to reading and an 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 • preparing poems 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 • identifying how language, structure and presentation contribute to meaning <ul style="list-style-type: none"> • 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, through debates, maintaining a focus on the topic and using notes where necessary • provide reasoned justifications for their views