

| Year 5 Children are Expected to:  | To support this, you could ask or say....   |
|---|---|
| Apply their knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet Can you find a word which begins with the prefix dis-? What does the prefix anti- mean? So what could this new word mean? | Can you find a word which begins with the prefix dis-?<br>What does the prefix anti- mean? So what could this new word mean?  |
| maintain positive attitudes to reading and an understanding of what they have read  | Did you enjoy that book? Why?<br>What kind of text would you like to read next?   |
| continue to read and discuss a wide range of fiction, poetry, plays, non-fiction, reference books and textbooks   | What did you think about...?<br>Shall we go and watch a play about...?<br>Have you ever read a... poem?   |
| read books which are structured in different ways and written for a range of purposes   | Can you see any subheadings in this text?<br>Why are they used? What organisational feature is this?  |
| Increase their familiarity with a wide range of books, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions   | What type of story is this?<br>Have you ever read a...?<br>Let's go to the library and see if we can find a book from...<br>What other cultures would you like to read about? |
| recommend books that they have read to their peers, giving reasons for their choices  | Would you recommend it?<br>Who do you think would like this book?<br>What makes it so good?   |
| identify and discuss themes (such as loss or heroism) and conventions (such as the use of first person in diary entries) in and across a wide range of writing  | Can you see a theme running through this story? What is it?<br>How often is it mentioned?<br>How does this text differ to a story?  |
| make comparisons within and across books  | Is that what... said had happened too?<br>How is... similar to...?<br>Do they differ?   |
| prepare and perform poems and plays aloud, showing an understanding through intonation, tone and volume so that meaning is clear to the audience  | Think about your voice when you read that; how might the witch speak?   |
| check that the book makes sense to them; discussing their understanding and exploring the meaning of new words in context   | Tell me about what you've just read.<br>Were there any words you didn't quite understand?<br>The word... means...;<br>In a sentence it's                                      |

|  |   |
|--|---|
| ask questions to improve their understanding   | Is there anything you don't understand that you want to ask me about?   |
| draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence                                     | How do you think... is feeling?<br>What makes you say that?<br>Show me in the text.<br>Why do you think.... acted in that way?  |
| predict what might happen from details stated and implied  | What might...?<br>What makes you think that?<br>Show me in the text.  |
| summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas   | What theme can we see across these paragraphs?<br>Is anything mentioned more than once?   |
| Identify how language, structure and presentation contribute to meaning  | Why is this text set out this way? How does that help you as a reader?  |
| discuss and evaluate how authors use language, including figurative language, and consider the impact on the reader  | Can you find an example of figurative language on this page? Why might the author write in this way?  |
| distinguish between statements of fact and opinion   | Do you think... is a statement of fact or an opinion? How do you know?  |
| retrieve, record and present information from nonfiction texts   | Find the part of the text about... What does... mean?   |
| participate in discussions about books that are read to them and those they can read themselves, building on their own and others' ideas and challenging views courteously | I think that.... do you agree?<br>Why do you agree / why not?<br>Tell me your opinion about...<br>I don't agree.<br>I think that...<br>In my opinion...   |
| explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic                       | Over the holidays, I would like you to plan a presentation for me on...<br>Can you explain to me why... is the best snack? I think... is. Let's debate it. Can you think of three reasons why...? |
| provide reasoned justification for their views   | Why do you think that? What evidence supports that idea?  |