



# St. Bede's Catholic Primary School



## Medium Term Plan – Reading

Skills	Year 5
Reading – Word Reading	
Phonics and Decoding	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*</p>
Common Exception words	<p>To read most Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>
Fluency	<p><i>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</i></p>
Reading – Comprehension	
Comparing, Contrasting and Commenting	<p>To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p> <p>To 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.</p> <p>To identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>To recommend texts to peers based on personal choice.</p>

*“Shine like a lantern in the presence of the Lord”*



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Words in Context and Authorial Choice	<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p>
Inference and Prediction	<p>To draw inferences from characters' feelings, thoughts and motives.</p> <p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p>
Poetry and Performance	<p>To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p>
Non-Fiction	<p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p>

\* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix I). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.

*“Shine like a lantern in the presence of the Lord”*