

## YEAR FIVE READING OBJECTIVES COVERAGE

This document aims to support teachers in developing their knowledge of the reading curriculum for their year group and to support with planning for appropriate coverage and pitch within reading lessons. The National Curriculum Reading objectives have been organised under the following headings: word reading; vocabulary and language; comprehension; discussion prompts and strategic over-arching objectives.

This document aims to support teachers with identification of objectives and with creating a clear focus within planned lessons. Objectives have been mapped out under the following headings: most lessons; most weeks and every half term/termly to support teachers with identifying high priority objectives. Teachers might wish to focus on just one / few elements listed below - not 'all statements' within 'most lessons'.

Many reading objectives can also be threaded through other curriculum areas including writing. Words within objectives have been highlighted bold for ease of read so key components of each objective are readily identified. Through a guided reading session (whole class or small guided groups) there will be natural coverage of many objectives, and this document will support teachers with identifying objectives which may need explicit teaching which can then be identified at the planning stage.

Strand	Most lessons
<b>Word Reading</b>	<p>use strategies such as <b>recognising syllables /graphemes</b> to decode new or unfamiliar words.</p> <p>focus on all the letters in unfamiliar words so that they do not substitute words for known words</p> <p><b>re-read</b>, as needed to take account of especially <b>challenging word order and phrasing</b></p> <p><b>read</b> most words <b>effortlessly</b> and with increasing <b>automaticity</b></p> <p><b>test out</b> different <b>plausible pronunciations</b> for less familiar words</p> <p><b>apply</b> their growing knowledge of <b>root words, prefixes and suffixes</b> (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p> <p><b>read longer words</b>, using <b>syllable boundaries</b> where needed</p> <p><b>read aloud</b> unfamiliar words or <b>challenging sections of text</b>, where needed, to support accuracy and automaticity</p> <p><b>re-read words</b> or challenging sections of text to ensure understanding through <b>fluency</b></p> <p><b>read age-appropriate texts fluently</b> (including pausing appropriately, reading in phrases, responding to punctuation)</p> <p><b>reading silently</b> with good understanding, working out how to pronounce unfamiliar words</p>
<p><b><i>NB Children will be accessing word reading objectives daily during their guided reading lessons (small group or whole class), 1:1 reading opportunities and within writing lessons. Children will also meet these objectives when reading during other curriculum areas.</i></b></p>	

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Strand	Most lessons	Most weeks	Termly / Half termly
<b>Vocabulary &amp; Language</b>	<p><b>discussing</b> and <b>clarifying</b> the meanings of words, linking new meanings to known vocabulary</p> <p><b>identifying</b> words and phrases which are unknown</p> <p><b>discussing</b> words and phrases that capture the reader's interest and imagination</p> <p><b>internalising the rhythms/stresses</b> of literary language and grammatical structures</p> <p><b>describing and evaluating</b> the use of particular words or phrases, and their effect on the reader</p> <p><b>discussing language</b> choices in the text that provide clues to the author's intent and discussing the impact on the reader</p>	<p><b>identifying</b> how language, structure and presentation contribute to meaning</p> <p><b>discussing</b> the meaning of <b>figurative words</b> and <b>phrases</b> (fiction and non-fiction)</p> <p>exploring the <b>effect of imagery</b> sustained within a paragraph</p> <p>exploring <b>synonyms and idiomatic language</b></p>	<p>continuing to use <b>dictionaries</b> to check the meanings of words that they have read</p> <p><b>exploring</b> how the <b>conventions of different types</b> of writing are used to support the authors' aims</p> <p>beginning to discuss how writers create <b>shades of meaning</b></p>

**NB The vocabulary and language objectives will also be studied during other opportunities such as in writing lessons e.g. 'exploring how the conventions of different types of writing are used to support the authors' aims' and story time as well as across the curriculum.**

**Definitions:**

**Shades of meaning:** synonyms to indicate changes in strength e.g. vile or unkind

**Idiomatic language:** e.g. pull your socks up, cry your eyes out (this can be challenging for some children)

**Conventions of different types of writing:** such as using subheadings within nonchronological reports

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<b>Comprehension</b>	<p><b>empathising</b> with <b>different characters</b> within a book considering <b>actions, motivations, complexities and interactions</b> with other characters</p> <p><b>checking</b> that the <b>text makes sense</b> to them, <b>discussing</b> their <b>understanding</b> and <b>exploring</b> the <b>meaning of words in context</b></p> <p><b>reading</b> with appropriate <b>expression</b> through <b>phrasing, stress and pitch</b></p> <p><b>responding</b> to <b>open questions</b> and prompts <i>e.g. tell me about...</i></p> <p><b>asking questions</b> to <b>improve</b> their <b>understanding</b>, including through <b>individual inner dialogue</b> while reading and <b>discussion after/during reading</b></p> <p><b>using tentative language</b> to speculate on <b>possibilities</b> raised by the text</p> <p><b>making connections</b> (with experiences, <b>other texts</b>, elsewhere in the same text) in order to refine thoughts/responses</p> <p><b>drawing inferences</b> such as inferring characters' <b>feelings, thoughts and motives</b> from their actions, and <b>justifying inferences</b> with evidence</p> <p><b>identifying key details</b> that support the main ideas (gist)</p> <p><b>forming conclusions</b> based on, or inferred from, <b>evidence</b> within the text <i>e.g. justifying</i> their <b>opinions</b>, sometimes referring to more than one place in the text</p>	<p>beginning to <b>draw on different points of view</b> when responding</p> <p><b>predicting</b> how characters might behave, considering motivation, events so far, settings and atmosphere</p> <p><b>discussing the sequence</b> of events in texts and how items of information are related, and beginning to <b>consider non-linear texts</b></p> <p><b>identify themes</b> <i>e.g. friendship and separation, animal welfare, conquering fears</i>, and conventions in a wide range of texts including narrative and poetry</p> <p><b>recognising</b> that <b>characters may have different perspectives</b> in the story of the same event(s)</p> <p><b>making deductions</b> about the motives and feelings that might lay behind characters' words</p> <p>beginning to <b>consider</b> ways in which <b>different settings</b> affect the characters and influence the reader</p> <p><b>recalling</b> and <b>sequencing</b> main events from a text</p> <p><b>summarising</b> main ideas drawn from more than one paragraph</p>	<p>building upon a repertoire of <b>poems learnt by heart</b></p> <p>recognising some <b>different forms of poetry in non-fiction</b>, using features such as contents, index, headings and links within a web page to navigate a text</p> <p><b>retrieving information</b> from different sections or aspects of a text <i>e.g. headings, graphs, illustrations, subheadings</i></p> <p><b>identifying keywords and main points</b> within texts</p> <p>beginning to <b>identify facts</b> within a text thinking about whether something is true/not true – real or imagined</p> <p>beginning to <b>identify opinions</b> within a text <i>e.g. different viewpoints and/or belief</i></p>

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***NB Children will be accessing objectives daily during their guided reading lessons (small group or whole class), 1:1 reading opportunities and within writing lessons. Children will also meet these objectives when reading during other curriculum areas. Children will also be ‘building upon a repertoire of poems learnt by heart’ outside of reading instruction.***

Discussion prompts	Strategic over-arching objectives
<p><b>responding</b> to <b>open questions</b> and prompts e.g. <i>tell me about...</i> using tentative language to <b>speculate on possibilities</b> raised by the text e.g. <i>After the competition with the strong man, Josie could ... We know Mr Two-suit likes money, what else might he be after?</i></p> <p><b>posing ‘what if?’ questions</b> that may change the outcome or direction of the line of enquiry/dilemma</p> <p><b>listening</b> and making relevant, related comments</p> <p><b>commenting</b> or asking for an explanation</p> <p>beginning to <b>recognise</b> that <b>opinions</b> may change as a result of listening attentively to others, asking questions for clarification and understanding</p> <p><b>asking questions</b> to improve their understanding of a text, including through individual inner dialogue while reading and discussion after/during reading</p>	<p><b>sustaining attentive listening, building on others’ ideas</b> by <b>agreeing or disagreeing</b></p> <p><b>challenging specific points</b> within an argument for greater clarity/detail/accuracy</p> <p><b>listening to, reading and discussing</b> a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p><b>reading</b> books that are <b>structured in different ways</b> and reading for a range of purposes</p> <p><b>recording information</b> gained from reading in a <b>variety of simple forms</b> e.g. notes, mind maps, flow charts and tables</p> <p><b>expressing</b> and <b>justifying</b> personal preferences regarding authors/named books/poets/genres</p> <p><b>participating</b> and <b>speaking audibly</b> in a range of situations</p> <p>beginning to <b>use evidence</b> to <b>defend points of view</b></p> <p>beginning to <b>develop, agree</b> and <b>evaluate rules</b> for effective discussion</p> <p><b>taking turns</b> in group or class conversations</p> <p>beginning to <b>follow up others’ points</b></p> <p>showing whether they <b>agree or disagree</b> in a group or whole-class discussion</p>
<p><b><i>NB Discussion prompts and strategic overarching objectives can be taught within reading lessons but also other areas of English such as in story time and writing lessons. Many of them can be taught within other areas of the curriculum such as ‘showing whether they agree or disagree in a group or whole-class discussion’.</i></b></p>	