Maintain positive attitudes to reading and understanding of what they read by:
R3: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
E6: reading books that are structured in different ways and reading for a range of purposes
R3: 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
S3/4: identifying and discussing themes and conventions in and across a wide range of writing
S6: learning a wider range of poetry by heart
S3/4: making comparisons within and across books
I7: 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
Understand what they read by:
V1: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
I1/2: asking questions to improve their understanding
I1/2: 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
S1: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
E6: identifying how language, structure and presentation contribute to meaning
E7/V5/I3: **Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader**
E5: **Distinguish between statements of fact and opinion**
R4: **Retrieve, record and present information from non-fiction**
R3/E8: **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**
E1: **Provide reasoned justifications for their views**

	Y5 Reading Skills	Suggested question stems
Vocabulary	- explore the meaning of words in context, confidently using a dictionary or thesaurus - discuss how the author's choice of language impacts the reader - evaluate the author's use of language investigate alternative word choices that could be made - begin to look at the use of figurative language - use a thesaurus to find synonyms for a larger variety of words - discuss passages using alternative word	Can you quickly find…in the dictionary and thesaurus? What does this word/phrase/sentence tell you about the character/setting/mood/atmopshere? By writing…what effect has the author created? Do you think the author intended to? What other words/phrases could the author have used here? Why? How has the author made you/the character feel by writing…? Why? Find and highlight the word which is

	choices • read around the word and explore its meaning in the broader context of a setting or type of text	closest in meaning to… Find a word which demonstrates… Can you rewrite this in the style of the author using your own words? How have simile and metaphor been used here to compare…and…?
Inference	• draw inferences such as characters' feelings, thoughts and motives from their actions or dialogue and justifying inferences with evidence • make inferences about actions, feelings, events or states • examine and discuss figurative language to infer meaning • locate, select and use more than one piece of evidence to support the point they are making • begin to draw evidence from more than one passage across a text - reflecting on previous examples • learning a wider range of poetry by heart • preparing poems and plays to read aloud and to perform, showing understanding intonation, tone and volume so that the meaning is clear to an audience	What impression do you get from? Why do you think that? Could it be anything else? It suggests to me…do you agree? Why/why not?4Why do you think the author decided to…? Can you explain why…? Is there further evidence from somewhere else in the text? What do these words mean and why do you think that the author chose them? What does this dialogue suggest to the reader? What feeling is the author creating in the reader here? What is suggested in these paragraphs?
Prediction	• predict what might happen from details stated and implied • interpret and discuss ….in narrative plots • support predictions with relevant evidence from the text • confirm and modify predictions as they read on	Can you think of another story with a similar theme? How do their plots differ? Which stories/genre have openings like this? What is being hinted at with the introduction of…? Do you think that this story will develop the same way? Why did the author choose this setting? Will that influence how the plot develops?
Explain	• provide increasingly reasoned justification for my views • recommend books for peers in detail • give reasons for authorial choices • begin to challenge points of view • begin to distinguish between fact and opinion • 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 • explain and discuss their understanding	What is similar/different about two characters? Did the author intend that? Explain why... did that. Describe different characters' reactions to the same event. Does this story have a moral? Which is better and why? How is the text organised and what impact does this have on you as a reader? Why has the text been written this way? How can you tell whether it is fact and opinion?

	of what they have read, including through formal presentations and debates	How is this text similar to the writing we have been doing? How does the author engage the audience?
Retrieval	• confidently skim and scan and also use the skill of reading before and after to retrieve information. • use evidence from across larger sections of text • read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts • retrieve, record and present information from non-fiction texts and other information sources • generate own questions and follow a line of enquiry or clarify understanding	Find the…in this text. Is it anywhere else? When/where is this story set? Find evidence in the text. Find the part of the story that best describes the setting What do you think is happening here? Why? List the three ways that…. Which came first…or…. What were the words the author used to describe…? There are two references to…locate and highlight them Can you skim/scan quickly to find the answer?
Summarise	• summarise the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas. • make connections between information across the text and include this as a response • discuss the themes or conventions from a chapter/poem or text for a specific purpose • identify themes across a wide range of literature	What is the main point in this paragraph? How does that link to….? Summarise what has happened so far in…words/seconds or less. Which is the most important point in these paragraphs? Why? Why is this detail not needed? Do any sections/paragraphs deal with the same themes? Can you find another text with a similar theme or main idea?