







<p>Vocabulary Victor</p> 	<p>Rex Retriever</p> 	<p>Summary Suki</p> 	<p>Inference Iggy</p> 	<p>Predicting Pip</p> 	<p>Cassie the Commentator</p> 
<p>KS2 Reading Assessment Strands</p>					
<p>2a: Give/explain the meanings of words in context.</p> <p>2g: Identify how meaning is enhanced through choice of words/phrases.</p>	<p>2b: Retrieve and record information/ identify key details from fiction and non-fiction.</p>	<p>2c: Summarise main ideas from more than one paragraph.</p>	<p>2d: Make inferences from the text/explain and justify inferences with evidence from the text.</p>	<p>2e: Predict what might happen from details stated and implied.</p>	<p>2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole.</p> <p>2h: Make comparisons within the text.</p>
<p>Vocabulary Victor will help you to work out the meaning of words you don't know by looking at the words in context. He will also help you to spot examples of ambitious vocabulary and figurative language and how they give a certain meaning to the text.</p>	<p>Rex Retriever helps you to find key pieces of information, the answer you are looking for will be in the text, you just need to retrieve it.</p>	<p>Summary Suki helps you sum up the main points in a text. First, you must be able to sequence events in the text and then retell this by picking out the key points that are most important.</p>	<p>Inference Iggy helps you to pick up ideas from the text that are not always written in the text itself. You have to be a reading detective and hunt for clues in a text about how someone might be feeling or why something is happening.</p>	<p>Predicting Pip helps you to try to make a logical and reasonable guesses about what could happen next.</p>	<p>Cassie the commentator helps you to compare (say how things are similar), contrast (say how things are different) and comment on events or characters in the text. She also helps us to see the bigger picture including key themes or connections throughout the text.</p>

Lilleshall Primary School Reading KS2

Year Group: 5 and 6

<p>I can explore the meaning of words in context.</p> <p>I can participate in discussion to explore words with different meanings.</p> <p>I can use dictionaries to check the meaning of words that have been read.</p> <p>I can identify and/or comment on how language, including figurative language, is used to contribute to meaning.</p> <p>I can discuss and evaluate how authors use words, phrases and language features to have an impact on the reader.</p> <p>I understand terms needed for discussing what I hear and read including: metaphor, simile, personification, imagery and effect.</p>	<p>I can retrieve, record and present information from fiction and non-fiction texts.</p> <p>I can identify how language, structure and presentation contribute to meaning of a text.</p> <p>I can locate information using the contents pages and indexes in non-fiction texts.</p> <p>I can apply my information retrieval skills to reading in other contexts (e.g. reading textbooks in history, geography or science)</p>	<p>I can summarise the main ideas drawn from more than one paragraph.</p> <p>I can identify key details that support main ideas.</p>	<p>I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justify these with evidence.</p> <p>I can ask questions to improve understanding of the text.</p>	<p>I can predict what might happen next in a range of texts, including ones that are less predictable in the way they are written.</p>	<p>I can identify and discuss themes and conventions in different genres of writing.</p> <p>I can make comparisons within and across books.</p> <p>I can provide reasoned justifications for my views.</p> <p>I can compare characters, settings, themes and other aspects of what I read.</p> <p>I can consider different accounts of the same event and discuss viewpoints (both of authors and fictional characters).</p> <p>I can distinguish between statements of fact and opinion.</p>
<p>Learning focuses related to each reading strand.</p>					

The following objectives are taught consistently in Reading lessons and across the curriculum:

Developing Competent Readers & Creating Positive Reading Attitudes
<ul style="list-style-type: none">✓ Read and discuss an increasingly wide range of fiction and non-fiction.✓ Read books that are structured in different ways, and for a range of purposes.✓ Increase 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.✓ Check that the book makes sense by discussing understanding and re-reading if necessary.✓ Participate in discussions about books that are read.✓ Build on own and others' ideas and challenge views.✓ Explain and discuss understanding of what has been read including through formal presentations and debates.✓ Be exposed to conventions of different types of writing e.g. use of 1st person in autobiography.✓ Pupils should receive guidance and feedback on the quality of explanations and contributions to discussions.
Performance/Poetry
<ul style="list-style-type: none">✓ Read and discuss a range of poetry and plays.✓ Learn a wide range of poetry by heart.✓ Prepare poems and plays to read aloud and to perform.✓ Show understanding of performance techniques including intonation, tone and volume so that meaning is clear to an audience.

Important Teaching Notes for Upper Key Stage 2:

- The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programme of study for comprehension in years 3, 4, 5 and 6 are similar: **the complexity of the writing increases the level of challenge.**
- The focus should be on pupils' comprehension as a primary element in reading and all pupils should take part.
- All pupils should be exposed to Year 5/6 appropriate texts, vocabulary and discussion regardless of reading ability.
- All children should be fluent readers by Year 5, if a child is not fluent by this stage, appropriate intervention practising word reading must be provided.