

Planning Themes Teach Explanation, retrieval, inference, response and language every week	Year 5 Assessment Targets	NB: You will need to teach all elements of reading across each week/term depending on how you organise your guided reading. Key Elements Vocabulary/Inference/Prediction/Explanation/Retrieval/Summarising <i>see Reading VIPERS</i>		
		Try	Use	Prove
Fluency Summarising Prediction Skimming and Scanning Vocabulary	1. Apply their knowledge of root words, prefixes and suffixes to read aloud with confidence and without undue hesitation e.g. <i>Children should be reading fluently and with stamina. Use this assessment to plan fluency interventions</i>			
	2. Summarise ideas, events and information from the text as a whole e.g. <i>the author's viewpoint about a particular issue</i>			
	3. Predict what may happen based on their understanding of the content and the themes within the text e.g. <i>I think Macbeth will die because: he's a murderer / the witches suggest it</i>			
	4. Use skimming and scanning to locate information efficiently across a range of sources			
	5. Use age appropriate dictionaries and thesauri to check the meanings of words			
Term 2				
Vocabulary Explaining Themes	6. Discuss their understanding of both texts they have read independently and those read to them (see range)			
	7. Explore the meaning of words in a given context within fiction and non-fiction e.g. <i>'flexible' means rubber is a bendy material</i>			
	8. Identify an author's treatment of the same theme across one or several of their books/poems e.g. <i>how authors explore love, loss, fear, over-coming the monster etc.</i>			
Term 3				
Fluency Gathering information from the text Explaining	9. Explain their thinking through making reference to key details e.g. <i>quoting from the text</i>			
	10. Independently devise key questions and identify themes to research e.g. <i>pollution, recycling</i>			
	11. Make notes from several sources to gather information			
	12. Refine notes by disregarding irrelevant information e.g. <i>when researching penguins in Antarctica, disregarding information about polar expeditions</i>			
	13. Explore and use their own techniques to make notes			
Term 4				
Inference	14. Draw inferences from within the text about themes and characters' and authors' viewpoints e.g. <i>Tom is scared to move because he doesn't pack he leaves his favourite toy behind on purpose and he's always nervous</i>			
	15. Recite poems by heart, using intonation, tone and volume to monitor the interest of the listener and adapt their recital e.g. <i>Night Mail (Auden)</i>			
	16. Read aloud and perform play scripts, monitoring the audience's interest and changing the performance accordingly e.g. <i>consistent use of intonation, pace and action for the characters and type of play</i>			
Term 5/6				
Fluency Inference Justification Explanation Fact and opinion	17. Justify inferences and views with a variety of references from across the text			
	18. Evaluate how authors use language to impact the reader e.g. <i>use of repetition for effect the author's used the metaphor 'his face was a grey cloud,' which helps you to imagine his sadness</i>			
	19. Identify the structural conventions of non-fiction in relation to the text type (see range)			
	20. Identify how the structure and presentation of texts contributes to the meaning e.g. <i>graphic novels; stories told from two viewpoints; the order and presentation of points in an argument</i>			
	21. Distinguish between fact and opinion			
	22. Read books that are structured in specific ways and for a range of purposes e.g. <i>comparing different approaches to recipes (formal/informal) autobiographies and biographies (viewpoint)</i>			
	23. Question texts to improve their wider understanding of a text, topic or theme e.g. <i>Why does Michael become friends with Kensuke? (Kensuke's Kingdom) What was it like to be a child in Victorian times? Why has the author used lots of short sentences?</i>			
	24. Explain and develop their own views and build effectively on those of others			
	25. Use notes to support presentations and debates			

