

Reading at Beechwood



At Beechwood, we understand the importance of reading. We know that, in order to be successful, a skilled reader needs to develop their word reading skills as well as their comprehension skills. Our timetable ensures that children have a chance to practise reading in different ways so that they can become skilled readers who can access any text.

Example weekly timetable:

Monday	Tuesday	Wednesday	Thursday	Friday
Fluency practice	Extended Reading	Close Reading	Application	Vocabulary instruction
In this lesson, children will work on fluent reading of a text. They aim to read accurately, quickly and with great expression.	In this lesson, children will read their allocated text for the term as a class. With lots of reading practice, your child will increase the amount of words that they know and are able to understand.	In this lesson, children will read their allocated text together but this time they will do lots of talking about what they are reading. Through discussion, they will learn how to think about text as they read and explore what they read by talking about it.	In this lesson, children will explore text by completing tasks which help them to develop, recall and retain their sticky knowledge.	In this lesson, children will learn at least one root word and its meaning such as 'photo' meaning light. They will also learn the meaning of words outside of their spoken vocabulary which will help to broaden the range of words they have to hand.

Year 5 Reading Skills and Sticky Knowledge

Fluency

Through repeated oral reading, I can improve my accuracy, automaticity and prosody to read with increasing fluency.

I can read most words effortlessly.

I can use a range of strategies to work out any unfamiliar words with increasing automaticity.

I can read aloud and perform showing understanding through intonation, tone and volume so that meaning is clear to an audience.

Retrieval

I can answer questions in which the answer needed is a synonym of the word in the question (rather than direct retrieval which should have been accomplished).

I can answer questions where key words may be repeated so information is harder to find.

I can efficiently retrieve information from fiction and nonfiction across more complex texts where the answers are spread across the text and are not necessarily in chronological order.

I can answer questions where inference is needed alongside retrieval.

Inference

I can recognise idioms and understand their meaning in context.

I can build up an impression of a character from reading and discuss this.

Through drama, I can explore characters feelings and motives (thought tracking can be used to demonstrate understanding of character).

I can justify inferences with relevant evidence from the text.

I can make detailed and reasoned inferences based on things said, done and implied.

Language

I can use knowledge of root words and etymology to build understanding of word meaning.

I can explain the meaning of new words (by asking questions, using a dictionary/thesaurus and context clues).

I can discuss how language, structural and presentational choices impact on meaning (to include italics, underlining, bullet points, linking ideas using adverbials, tense choices, etc).

I can discuss and evaluate texts commenting on writer's use of words, phrases and language features including figurative language.

Structure & Themes

I can identify the main idea and the key details that support it.

I can identify and summarise the main ideas from a longer text (3-6 paragraphs).

I can write a summary of a text I have read in which I can put the text into my own words.

I can summarise in purposeful contexts in a variety of subjects.

I can discuss/comment on themes and conventions in different genres and forms.

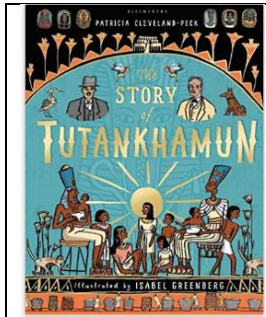
I can make comparisons and contrasts within and across texts.

I can discuss viewpoints (both of the author and fictional characters), within a text.

I can identify the audience and purpose intended.

I can identify viewpoint of author/character.

In Spring, the focus books for Year 5 are:

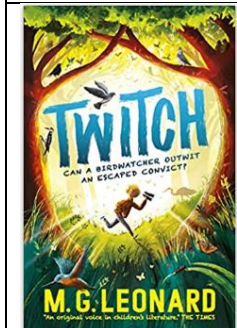


Discover the troubles Tutankhamun faced as a young king, his untimely death, and his legacy, which lay hidden for centuries. Pore over his treasures, learn the steps of mummification, and see Tutankhamun's fascinating story brought to life. Travel through history with Howard Carter, on his quest to uncover Tutankhamun's hidden tomb, his incredible discovery, and our continued hunt to understand and unearth the riches of Ancient Egyptian life.

Prepare to be amazed as you uncover the story of the most famous boy king, and a world-changing discovery.

If you would like to help your child further with some wider reading linked to this you could try:

- So you think you've got it bad (Chae Strathie)
- Meet the Ancient Egyptians (James Davies)
- Secrets of the Sun King (Emma Carroll)
- The Red Pyramid (Rick Riordan)



Can a birdwatcher outwit an escaped convict?

Twitch has three pet chickens, four pigeons, swallows nesting in his bedroom and a passion for birdwatching. On the first day of the summer holidays, he arrives at his secret hide to find police everywhere: a convicted robber has broken out of prison and is hiding in Aves Wood. Can Twitch use his talents for birdwatching to hunt for the dangerous prisoner and find the missing loot?

If you would like to help your child further with some wider reading linked to this you could try:

- Adventures on Trains Series by M G Leonard
- The 13 Storey Treehouse by Andy Griffiths
- The Last Bear by Hannah Gold
- The Clockwork Sparrow by Katherine Woodfine