



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.

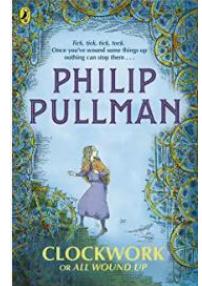
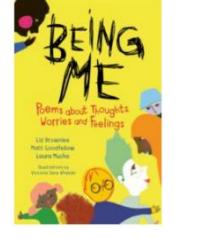
I can make comparisons and contrasts within and across texts.

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 Autumn, the focus books for Year 5 are:

	<p><i>Tick, tick, tick, tock.</i> Once you've wound some things up nothing can stop them . . .</p> <p>It is a cold winter's night when Karl enters the White Horse Tavern looking like he's swallowed a thundercloud. His final task as a clockmaker apprentice is to make a new figure for the great clock of Glockenheim. He has not made the figure - or got any idea of what it could be, and the unveiling is tomorrow.</p> <p>Fritz is also in the tavern; there to read aloud his new spooky story. Like Karl, he hasn't finished. Well, he knows how the story starts and he knows it's called <i>Clockwork</i> - so, with the snow swirling down outside, he sets his story going and just has to hope that the ending will come to him as he tells it.</p> <p>Suddenly, Fritz's story and real life merge in a completely sinister way - and just like clockwork it can't be stopped . . .</p>	<ul style="list-style-type: none"> - <i>The Tin Princess</i> by Phillip Pullman - <i>The Great Ghost Rescue</i> by Eva Ibbotson - <i>The Book of Lost things</i> by John Connolly
	<p>Read about the Land of Blue, where it's OK to feel sad, find ideas for what to do with worries or how to slow down when your head is full of hurry. Give yourself time to chill out, find quiet voices in noisy places and discover kindness in yourself and others. Then maybe your own special thought machine will tell you, 'This is going well. You're doing great. You've got this! And you have!</p> <p>This important and unique anthology of 45 poems by three leading poets, well known for their empathy and perception, speaks to the heart of what children think and care about, offering understanding, support and encouragement.</p> <p>With an endnote by leading clinical psychologist Karen Goodall.</p>	<ul style="list-style-type: none"> - <i>Bright bursts of colour</i> by Matt Goodfellow - <i>Cloud Soup</i> by Kate Wakeling - <i>Ella on the outside</i> by Cath Howe