

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 as well as their comprehension. 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 Summer, the focus books for Year 5 are:



Beginning with a tiny trickle high in the mountains, smaller streams join until they form the world's largest river. Crossing a continent, it winds through lush rainforests until it meets the ocean. From piranhas to the giant anaconda, this mighty waterway is home to the world's most incredible ecosystem. Welcome to the Amazon River.

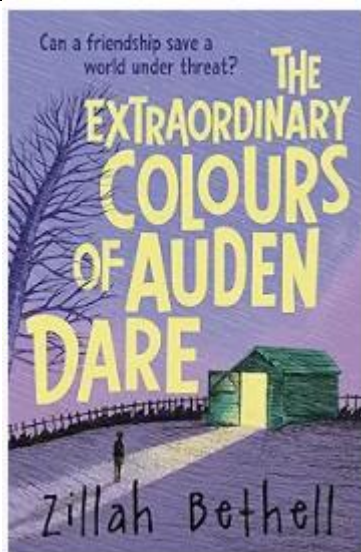
If you would like to help your child further with some wider reading linked to this you could try:

Year 5 will be finishing
The Midnight Fox



This stunning illustrated guide to the world's most famous river and its surrounding rainforest is packed with incredible facts about the region's wildlife, people, geography, and history.

- Journey to the River Sea by Eva Ibbotson
- Great rivers of the world by Volker Mehnert
- River stories by Timothy Knapman



Auden Dare has an unusual perspective on life: he cannot see in colour. He's always had this rare condition - and life is beginning to get harder for Auden.

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

He moves to a new town with his mother and finds out that his uncle (who has mysteriously disappeared) was working on something that could cure Auden's condition. Auden make a new friend Vivi and together they search for the truth which turns out to be bigger and more wonderful than either of them could have imagined.

- The Last Wild by Piers Torday
- The Boy with the Butterfly Mind by Victoria Williamson
- Can you feel the noise by Stewart Foster
- The Bubble boy by Stewart Foster

