

St Mary's Catholic Primary School

Living and Learning Together – Shining in our Faith



Key Learning in Reading – Years 4, 5 & 6

Key Learning in Reading: Year 4	Key Reading in Writing: Year 5	Key Reading in Writing: Year 6
Word reading	Word reading	Word reading
<ul style="list-style-type: none"> Read books at an age appropriate interest level. 	<ul style="list-style-type: none"> Read books at an age appropriate interest level. 	<ul style="list-style-type: none"> Read books at an age appropriate interest level.
		<ul style="list-style-type: none"> Work out unfamiliar words by focusing on all letters in the word, e.g. not reading invitation for imitation.
<ul style="list-style-type: none"> Use knowledge of root words to understand meanings of words. 	<ul style="list-style-type: none"> Use knowledge of root words to understand meanings of words 	<ul style="list-style-type: none"> Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change, e.g. <i>un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment.</i>
<ul style="list-style-type: none"> Use prefixes to understand meanings, e.g. <i>in-, ir-, sub-, inter- super-, anti-, auto-</i>. 		
<ul style="list-style-type: none"> Use suffixes to understand meanings, e.g. <i>-ation, -tion, -ssion, -cian, -sion</i> 	<ul style="list-style-type: none"> Use suffixes to understand meanings, e.g. <i>-ant, -ance, -ancy, -ent, -ence, -ency, -ible, -able, -ibly, -ably.</i> 	<ul style="list-style-type: none"> Use suffixes to understand meanings e.g. <i>-cious, -tious, -tial, -cial.</i>
<ul style="list-style-type: none"> Read and understand words from the Year 4 list (selected from the statutory Year 3/ 4 word list) – see below. 	<ul style="list-style-type: none"> Read and understand words from the Year 5 list (selected from the statutory Year 5/6 word list) – see below. 	<ul style="list-style-type: none"> Read and understand words from the Year 6 list (selected from the statutory Year 5/6 word list) – see below.
		<ul style="list-style-type: none"> Use etymology to help the pronunciation of new words, e.g. <i>chef, chalet, machine, brochure – French in origin.</i>
Comprehension	Comprehension	Comprehension
- Maintaining positive attitudes to reading	- Maintaining positive attitudes to reading	- Maintaining positive attitudes to reading
<ul style="list-style-type: none"> Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms, e.g. <i>fairy tales, folk tales, classic poetry, kennings, advertisements, formal speeches, magazines, electronic texts.</i> 	<ul style="list-style-type: none"> Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves. 	<ul style="list-style-type: none"> Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction

<ul style="list-style-type: none"> Regularly listen to whole novels read aloud by the teacher. 	<ul style="list-style-type: none"> Regularly listen to whole novels read aloud by the teacher from an increasing range of authors. 	<ul style="list-style-type: none"> Regularly listen to novels read aloud by the teacher from an increasing range of authors which they may not choose themselves.
<ul style="list-style-type: none"> Read books and texts for a range of purposes, <i>e.g. enjoyment, research, skills development, reference.</i> 	<ul style="list-style-type: none"> Read books and texts that are structured in different ways for a range of purposes. 	<ul style="list-style-type: none"> Independently read longer texts with sustained stamina and interest
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Recommend books to their peers with reasons for choices. 	<ul style="list-style-type: none"> Recommend books to their peers with detailed reasons for their opinions.
	<ul style="list-style-type: none"> Express preferences about a wider range of books including modern fiction, traditional stories, myths and legends. 	<ul style="list-style-type: none"> Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures.
<ul style="list-style-type: none"> Learn a range of poems by heart and rehearse for performance. 	<ul style="list-style-type: none"> Learn a wider range of poems by heart. 	<ul style="list-style-type: none"> Learn a wider range of poems by heart.
<ul style="list-style-type: none"> Orally retell a range of stories, including less familiar fairy stories, myths and legends. 		
<ul style="list-style-type: none"> Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. 	<ul style="list-style-type: none"> Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action so the meaning is clear to the audience. 	<ul style="list-style-type: none"> Prepare poems and play scripts to read aloud and perform using dramatic effects.
Comprehension - Understanding books which they can read themselves and those which are read to them	Comprehension - Understanding books which they can read themselves and those which are read to them	Comprehension - Understanding books which they can read themselves and those which are read to them
<ul style="list-style-type: none"> Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination, <i>e.g. metaphors, similes.</i> 		
<ul style="list-style-type: none"> Explain the meaning of key vocabulary within the context of the text. 	<ul style="list-style-type: none"> Explain the meaning of words within the context of the text. 	<ul style="list-style-type: none"> Explain the meaning of words within the context of the text.
<ul style="list-style-type: none"> Use dictionaries to check meanings of words in the texts that they read. 		
<ul style="list-style-type: none"> Use punctuation to determine intonation and expression when reading aloud to a range of audiences. 	<ul style="list-style-type: none"> Use punctuation to determine intonation and expression when reading aloud to a range of audiences. 	
<ul style="list-style-type: none"> Demonstrate active reading strategies, <i>e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.</i> 	<ul style="list-style-type: none"> Demonstrate active reading strategies, <i>e.g. generating questions to refine thinking, noting thoughts in a reading journal.</i> 	<ul style="list-style-type: none"> Demonstrate active reading strategies, <i>e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group.</i>
	<ul style="list-style-type: none"> Check that the book makes sense to them and demonstrate understanding, <i>e.g. through discussion, use of reading journals.</i> 	<ul style="list-style-type: none"> Use a reading journal to record on-going reflections and responses to personal reading.

<ul style="list-style-type: none"> • Make predictions based on information stated and implied. 	<ul style="list-style-type: none"> • Predict what might happen from information stated and implied. 	<ul style="list-style-type: none"> • Predict what might happen from information stated and implied.
<ul style="list-style-type: none"> • Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. 	<ul style="list-style-type: none"> • Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence. 	<ul style="list-style-type: none"> • Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence <i>e.g. Point + Evidence +Explanation.</i>
		<ul style="list-style-type: none"> • Explore texts in groups and deepen comprehension through discussion.
		<ul style="list-style-type: none"> • Provide reasoned justifications for their views
<ul style="list-style-type: none"> • Justify responses to the text using the PE prompt (Point + Evidence). 	<ul style="list-style-type: none"> • Justify opinions and elaborate by referring to the text, <i>e.g. using the PEE prompt - Point + Evidence + Explanation</i> 	<ul style="list-style-type: none"> • Justify opinions and elaborate by referring to the text, <i>e.g. using the PEE prompt - Point + Evidence + Explanation</i>
<ul style="list-style-type: none"> • Identify, analyse and discuss themes, <i>e.g. safe and dangerous, just and unjust, origins of the earth, its people and animals.</i> 	<ul style="list-style-type: none"> • Explore themes within and across texts, <i>e.g. loss, heroism, friendship.</i> 	<ul style="list-style-type: none"> • Recognise themes within and across texts, <i>e.g. hope, peace, fortune, survival.</i>
	<ul style="list-style-type: none"> • Through close reading of the text, re-read and read ahead to locate clues to support understanding 	<ul style="list-style-type: none"> • Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text.
<ul style="list-style-type: none"> • Explain how paragraphs are used to order or build up ideas, and how they are linked. 		
<ul style="list-style-type: none"> • Identify main ideas drawn from more than one paragraph and summarise these, <i>e.g. character is evil because...1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text.</i> 	<ul style="list-style-type: none"> • Summarise main ideas drawn from more than one paragraph and identify key details which support this. 	<ul style="list-style-type: none"> • Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects.
	<ul style="list-style-type: none"> • Make comparisons within a text, <i>e.g. characters' viewpoints of same events.</i> 	<ul style="list-style-type: none"> • Make comparisons within and across texts, <i>e.g. similar events in different books such as being an evacuee in Carrie's War and Goodnight Mr Tom.</i>
		<ul style="list-style-type: none"> • Compare characters within and across texts.
		<ul style="list-style-type: none"> • Compare texts written in different periods
	<ul style="list-style-type: none"> • Distinguish between statements of fact and opinion within a text. 	<ul style="list-style-type: none"> • Distinguish between statements of fact and opinion across a range of texts, <i>e.g. first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook.</i>
		<ul style="list-style-type: none"> • Skim for gist.
<ul style="list-style-type: none"> • Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning. 	<ul style="list-style-type: none"> • Analyse the conventions of different types of writing, <i>e.g. use of first person in autobiographies and diaries.</i> 	<ul style="list-style-type: none"> • Analyse the conventions of different types of writing, <i>e.g. use of dialogue to indicate geographical and/or historical settings for a story.</i>

<p>Comprehension -Retrieving and Recording Information from non-fiction</p>	<p>Comprehension -Retrieving and Recording Information from non-fiction</p>	<p>Comprehension -Retrieving and Recording Information from non-fiction</p>
<ul style="list-style-type: none"> Prepare for research by identifying what is already known about the subject and key questions to structure the task. 		
<ul style="list-style-type: none"> Analyse and evaluate how specific information is organised within a non-fiction text, e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams.</i> 	<ul style="list-style-type: none"> Identify how language, structure and presentation contribute to meaning, e.g. <i>formal letter, informal diary, persuasive speech.</i> 	<ul style="list-style-type: none"> Identify how language, structure and presentation contribute to meaning, e.g. <i>persuasive leaflet, balanced argument.</i>
<ul style="list-style-type: none"> Record information from a range of non-fiction texts. 		
<ul style="list-style-type: none"> Scan for dates, numbers and names. 	<ul style="list-style-type: none"> Scan for key words and text mark to locate key information. 	<ul style="list-style-type: none"> Scan for key information, e.g. <i>identify words and phrases which tell you the character is frustrated, or find words/phrases which suggest that a theme park is exciting.</i>
<ul style="list-style-type: none"> Navigate texts, e.g. <i>using contents and index pages, in order to locate and retrieve information in print and on screen.</i> 		<ul style="list-style-type: none"> Use a combination of skimming, scanning and close reading across a text to locate specific detail.
<p>Comprehension -Evaluating the impact of the author's use of language</p>	<p>Comprehension -Evaluating the impact of the author's use of language</p>	<p>Comprehension -Evaluating the impact of the author's use of language</p>
	<ul style="list-style-type: none"> Explore, recognise and use the terms metaphor, simile, imagery. 	<ul style="list-style-type: none"> Explore, recognise and use the terms personification, analogy, style and effect.
	<ul style="list-style-type: none"> Explain the effect on the reader of the authors' choice of language. 	<ul style="list-style-type: none"> Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.
<p>Participating in discussions</p>	<p>Participating in discussions</p>	<p>Participating in discussions</p>
<ul style="list-style-type: none"> Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say. 	<ul style="list-style-type: none"> Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously. 	<ul style="list-style-type: none"> Participate in discussions about books, building on their own and others' ideas and challenging views courteously.

	<ul style="list-style-type: none"> Explain and discuss their understanding of what they have read, including through formal presentations and debates. 	<ul style="list-style-type: none"> Explain and discuss their understanding of what they have read, including through formal presentations and debates.
	<ul style="list-style-type: none"> Prepare formal presentations individually or in groups. 	<ul style="list-style-type: none"> Prepare formal presentations individually or in groups.
	<ul style="list-style-type: none"> Use notes to support presentation of information. 	<ul style="list-style-type: none"> Use notes to support presentation of information.
	<ul style="list-style-type: none"> Respond to questions generated by a presentation. 	<ul style="list-style-type: none"> Respond to questions generated by a presentation.
<ul style="list-style-type: none"> Develop, agree on and evaluate rules for effective discussion. 	<ul style="list-style-type: none"> Participate in debates on an issue related to reading (fiction or non-fiction). 	<ul style="list-style-type: none"> Participate in debates on an issue related to reading (fiction or non-fiction).
<ul style="list-style-type: none"> Make and respond to contributions in a variety of group situations, e.g. <i>whole class, independent reading groups, book circles.</i> 		

Word lists for reading and spelling

Year 4					
appear	continue	grammar	material	possible	suppose
breadth	different	group	medicine	pressure	surprise
breathe	difficult	guard	mention	probably	therefore
build	disappear	guide	natural	recent	though/although
busy/business	exercise	imagine	opposite	regular	
calendar	experience	important	ordinary	remember	
caught	experiment	increase	particular	separate	
certain	extreme	interest	peculiar	special	
complete	famous	island	position	straight	
consider	favourite	knowledge	possess(ion)	strength	

Year 5					
apparent	cemetery	determined	explanation	interfere	occupy
rhythm	amateur	communicate	develop	familiar	language
occur	secretary	ancient	community	dictionary	foreign
leisure	persuade	shoulder	available	conscience*	environment
forty	lightning	physical	soldier	average	convenience
equip (-ped, -ment)	government	muscle	programme	stomach	bargain
curiosity	excellent	hindrance	neighbour	queue	temperature
bruise	desperate	existence	individual	nuisance	recognise
twelfth	rhyme	vegetable			

Year 6					
accommodate	category	disastrous	immediate(ly)	privilege	sincere(ly)
accompany	committee	embarrass	interrupt	profession	sufficient
according	competition	especially	marvellous	pronunciation	suggest
achieve	conscious*	exaggerate	mischievous	recommend	symbol
aggressive	controversy	frequently	necessary	relevant	system
appreciate	correspond	guarantee	opportunity	restaurant	thorough
attached	criticise (critic + ise)	harass	parliament	sacrifice	variety
awkward	definite	identity	prejudice	signature	vehicle
yacht					