Please note: In UKS2 there is a focus on preparing children for sitting formal comprehension tests at the end of Year 6. Therefore, children will have more practise answering 'test-type' questions, using more focused question stems. Key skills do not need to be taught but more emphasise should be placed on use children applying their knowledge and using the strategies. It is expected that revisiting the key skills will not need the skills to be taught all over again but will be more of a 'refresher' with greater emphasis on 'use and application'.

DECODING: Pupils should be taught to: ¤ apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

YEAR 5				UNDERSTANDING			Strategies
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Reading
	Journey to the River Sea	Boy in the Tower	The Firework Maker's Daughter	Treason	Wind in the Willows	The Boy at the Back of the Class	All children should be encouraging to annotate the text
MONDAY

READING THE TEXT | - To understand the meaning within a text
- To recognise the layout and organisation of particular genres
- Identifying themes and conventions in a wide range of books
- To ask questions based on the text
- To express an opinion about the text

- Checking that the text makes sense to them, discussing their understanding
- Identify how language, structure, and presentation contribute to meaning.
- Identifying themes and conventions in a wide range of books
- Ask questions to improve their understanding of a text.
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

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Teachers can assess which skills their class need and plan lessons accordingly. | - Follow the text with a pencil, or finger
- Underline unknown words
- Circle interesting words
- Make notes on clues
- Summarise in the margin

Retrieval
-Read the question word carefully, and circle it.
- Skim and scan for the information in the text
- Read around the information to find your answer
- Check to see if the question has been answered.

Word meaning
Working out the meaning of unknown words by...
- Morphology of the word (prefix, suffix, root word)
- Word class |

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TUESDAY *WORD MEANING FOCUS*	To work out the meaning of words in context - To explain the effect of certain words and phrases - Discuss their understanding and explaining the meaning of words in context. - Discuss words and phrases that capture the reader's interest and imagination LO: To be able to explain the meaning of unknown words LO: To be able to explain the effect of certain words/phrases	To work out the meaning of words in context - To explain the effect of certain words and phrases - Discuss their understanding and explaining the meaning of words in context. - Discuss words and phrases that capture the reader's interest and imagination LO: To be able to explain the meaning of unknown words LO: To be able to explain the effect of certain words/phrases	To work out the meaning of words in context - To explain the effect of certain words and phrases - Discuss their understanding and explaining the meaning of words in context. - Discuss words and phrases that capture the reader's interest and imagination LO: To be able to explain the meaning of unknown words LO: To be able to explain the effect of certain words/phrases	To work out the meaning of words in context - To explain the effect of certain words and phrases - Discuss their understanding and explaining the meaning of words in context. - Discuss words and phrases that capture the reader's interest and imagination LO: To be able to explain the meaning of unknown words LO: To be able to explain the effect of certain words/phrases Children should come away from using	To work out the meaning of words in context - To explain the effect of certain words and phrases - Discuss their understanding and explaining the meaning of words in context. - Discuss words and phrases that capture the reader's interest and imagination LO: To be able to explain the meaning of unknown words LO: To be able to explain the effect of certain words/phrases Children should come away from using dictionaries, and	To work out the meaning of words in context - To explain the effect of certain words and phrases - Discuss their understanding and explaining the meaning of words in context. - Discuss words and phrases that capture the reader's interest and imagination LO: To be able to explain the meaning of unknown words LO: To be able to explain the effect of certain words/phrases Children should come away from using dictionaries, and concentrate more on morphology. Questions can be mixes to include both skills. Question stems and the numbers of marks	

	Children should come away from using dictionaries, and concentrate more on morphology. Therefore, vocabulary should be selected carefully from the text. Questions can be mixes to include both skills. Question stems and the numbers of marks should be used to highlight what is expected within the answer. ANY UNKNOWN WORDS SHOULD BE RECAPPED WITHIN RETRIEVAL TASKS TO EMBED VOCABULARY	Children should come away from using dictionaries, and concentrate more on morphology. Therefore, vocabulary should be selected carefully from the text. Questions can be mixes to include both skills. Question stems and the numbers of marks should be used to highlight what is expected within the answer. ANY UNKNOWN WORDS SHOULD BE RECAPPED WITHIN RETRIEVAL TASKS TO EMBED VOCABULARY	Children should come away from using dictionaries, and concentrate more on morphology. Questions can be mixes to include both skills. Question stems and the numbers of marks should be used to highlight what is expected within the answer. ANY UNKNOWN WORDS SHOULD BE RECAPPED WITHIN RETRIEVAL TASKS TO EMBED VOCABULARY	dictionaries, and concentrate more on morphology. Questions can be mixes to include both skills. Question stems and the numbers of marks should be used to highlight what is expected within the answer. ANY UNKNOWN WORDS SHOULD BE RECAPPED WITHIN RETRIEVAL TASKS TO EMBED VOCABULARY	concentrate more on morphology. Questions can be mixes to include both skills. Question stems and the numbers of marks should be used to highlight what is expected within the answer. ANY UNKNOWN WORDS SHOULD BE RECAPPED WITHIN RETRIEVAL TASKS TO EMBED VOCABULARY	should be used to highlight what is expected within the answer. ANY UNKNOWN WORDS SHOULD BE RECAPPED WITHIN RETRIEVAL TASKS TO EMBED VOCABULARY	
WEDNESDAY *RETRIEVAL / SUMMARISING*	<mark>-To retrieve information within fictional and non-fictional texts</mark> <mark>- To summarise main ideas within the text</mark> Retrieve and record information from non-fiction Identifying main ideas drawn from more than one paragraph and summarising these LO: To retrieve information within a _____ text LO: To summarise main ideas within the text Questioning should be mixed so to include both reading skills.	<mark>-To retrieve information within fictional and non-fictional texts</mark> <mark>- To summarise main ideas within the text</mark> Retrieve and record information from non-fiction Identifying main ideas drawn from more than one paragraph and summarising these LO: To retrieve information within a _____ text LO: To summarise main ideas within the text Questioning should be mixed so to	<mark>-To retrieve information within fictional and non-fictional texts</mark> <mark>- To summarise main ideas within the text</mark> Retrieve and record information from non-fiction Identifying main ideas drawn from more than one paragraph and summarising these LO: To retrieve information within a _____ text LO: To summarise main ideas within the text Questioning should be mixed so to include both reading skills.	<mark>-To retrieve information within fictional and non-fictional texts</mark> <mark>- To summarise main ideas within the text</mark> Retrieve and record information from non-fiction Identifying main ideas drawn from more than one paragraph and summarising these LO: To retrieve information within a _____ text LO: To summarise main ideas within the text Questioning should be mixed so to include both reading skills. Question stems and the numbers of marks	<mark>-To retrieve information within fictional and non-fictional texts</mark> <mark>- To summarise main ideas within the text</mark> Retrieve and record information from non-fiction Identifying main ideas drawn from more than one paragraph and summarising these LO: To retrieve information within a _____ text LO: To summarise main ideas within the text Questioning should be mixed so to include both reading skills. Question stems and the numbers of marks should	<mark>-To retrieve information within fictional and non-fictional texts</mark> <mark>- To summarise main ideas within the text</mark> Retrieve and record information from non-fiction Identifying main ideas drawn from more than one paragraph and summarising these LO: To retrieve information within a _____ text LO: To summarise main ideas within the text Questioning should be mixed so to include both reading skills. Question stems and the numbers of marks should be used to highlight what is expected within the answer.	

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THURSDAY *INFERENCE / PREDICTION*	<mark>To draw inferences - To draw inferences - To draw inferences based on evidence - To make predictions based on the text</mark> Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predict what might happen from details stated and implied. LO: To draw inferences within a _____ text LO: To draw inferences using evidence to support your view LO: To predict what might happen within a text. Inference should be a main focus within year five. Questioning should be created carefully. Children should be taught to pay attention to the marks of the question and when asked to give evidence to support their view.	<mark>To draw inferences - To draw inferences - To draw inferences based on evidence - To make predictions based on the text</mark> Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predict what might happen from details stated and implied. LO: To draw inferences within a _____ text LO: To draw inferences using evidence to support your view LO: To predict what might happen within a text. Previous learning should be recapped within this half term to embed the ideas.	<mark>To draw inferences - To draw inferences - To draw inferences based on evidence - To make predictions based on the text</mark> Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predict what might happen from details stated and implied. LO: To draw inferences within a _____ text LO: To draw inferences using evidence to support your view LO: To predict what might happen within a text. Previous learning should be recapped within this half term to embed the ideas.	<mark>To draw inferences - To draw inferences - To draw inferences based on evidence - To make predictions based on the text</mark> Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predict what might happen from details stated and implied. LO: To draw inferences within a _____ text LO: To draw inferences using evidence to support your view LO: To predict what might happen within a text. Previous learning should be recapped within this half term to embed the ideas.	<mark>To draw inferences - To draw inferences - To draw inferences based on evidence - To make predictions based on the text</mark> Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predict what might happen from details stated and implied. LO: To draw inferences within a _____ text LO: To draw inferences using evidence to support your view LO: To predict what might happen within a text. Previous learning should be recapped within this half term to embed the ideas.	<mark>To draw inferences - To draw inferences - To draw inferences based on evidence - To make predictions based on the text</mark> Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predict what might happen from details stated and implied. LO: To draw inferences within a _____ text LO: To draw inferences using evidence to support your view LO: To predict what might happen within a text. Previous learning should be recapped within this half term to embed the ideas.

	Particular attention should be paid to 2 mark questions which do not need evidence, (children should explain themselves more). Prediction skills lend themselves well in using evidence as well.						
FRIDAY *STAMINA FOCUS 'MYSTERY TEXT'*	<mark>To build stamina To build fluency To answer comprehension style questions based on a text</mark> LO: To answer mixed questions based on the text Children should be introduced to a 'mystery text,' and mixed questioning based on the text. These questions must demonstrate how many marks is on offer. Children should be encouraged to identify what type of question is being asked. Different types of texts must be used in order to give the children a wide exposure, Particular attention must be given to poetry,	<mark>To build stamina To build fluency To answer comprehension style questions based on a text</mark> LO: To answer mixed questions based on the text Previous learning should be recapped within this half term to embed the ideas.	<mark>To build stamina To build fluency To answer comprehension style questions based on a text</mark> LO: To answer mixed questions based on the text Previous learning should be recapped within this half term to embed the ideas.	<mark>To build stamina To build fluency To answer comprehension style questions based on a text</mark> LO: To answer mixed questions based on the text Previous learning should be recapped within this half term to embed the ideas.	<mark>To build stamina To build fluency To answer comprehension style questions based on a text</mark> LO: To answer mixed questions based on the text Previous learning should be recapped within this half term to embed the ideas.	<mark>To build stamina To build fluency To answer comprehension style questions based on a text</mark> LO: To answer mixed questions based on the text Previous learning should be recapped within this half term to embed the ideas.	

By the end of year five children should…
- Be able to take part in more **in-depth conversations** about the book.
- Children should be very confident in working out **word meaning within a context** and developed their vocabulary.
- Children should be able to **infer information** with greater confidence *giving evidence when needed*
- Children should know **how to get marks** for different questions.