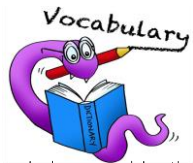




Reading - The Oakridge Way

"Working together to succeed"



Year 5

1. To discuss vocabulary used by the author to create effect including figurative language. ☺☺☺
2. To evaluate the use of authors' language and explain how it has created an impact on the reader. ☺☺☺
3. Identifying how language, structure, and presentation contribute to meaning. ☺☺☺
4. Discuss words and phrases that capture the reader's interest and imagination. ☺☺☺
5. Explore, discuss and explain the meaning of new vocabulary in context. ☺☺☺

Year 6

6. To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect ☺☺☺
7. Explore, discuss and explain the meaning of new vocabulary in context. ☺☺☺



Year 5 infer

1. To draw inferences from characters' feelings, thoughts and motives. ☺☺☺
2. Draw inferences such as characters' feelings, thoughts and motives from their actions. ☺☺☺
3. Justify inference with evidence. ☺☺☺

Year 6

4. To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). ☺☺☺
5. To discuss how characters change and develop through texts by drawing inferences based on indirect clues. ☺☺☺
6. Justify inference with evidence. ☺☺☺

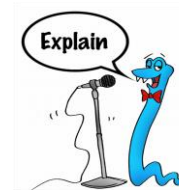


Year 5

1. Make regular and increasingly plausible predictions as they read, modifying their ideas as they read the next part of the text. ☺☺☺

Year 6

2. Make plausible predictions and explain what they are basing them on ☺☺☺
3. Discuss how and why they need to modify their predictions as they read on. ☺☺☺



Year 5 and 6

1. Engaging in 'book talk' to 'build the field' e.g. front cover, tell me grid, historical and geographical understanding of context and related threads before every key reading text. ☺☺☺
2. Becoming competent at keeping 'active listening' notes on 'book talk'. ☺☺☺
3. Identify and discuss themes in a wide range of books. Make deliberate comparisons within and across books. ☺☺☺
4. Recommend books to peers and providing reasoned justification for views. ☺☺☺
5. Participating in discussions about books, building on ideas and challenging views vocabulary in context every reading lesson. ☺☺☺

NON FICTION

Retrieve and record information from non-fiction texts

Year 5

1. Locate information confidently and efficiently, using the full range of features of the information text being read, including information presented graphically. ☺☺☺
2. Use different formats to capture, record and explain information about what they have read, e.g. flow charts, for and against columns, matrices and charts of significant information. ☺☺☺

Year 6

3. Evaluate texts for their reliability and usefulness when researching a topic. ☺☺☺
4. Record important details retrieved from a text using an appropriate format, e.g. by making a comparisons table ☺☺☺



Year 5

1. Establish what is known about characters, events and ideas in narrative and non-fiction texts, retrieving details and examples from the text to back up their understanding or argument. ☺☺☺
2. Locate information confidently and efficiently, using the full range of features of the information text being read, including information presented graphically. ☺☺☺

Year 6

3. Use evidence from across a text to explain events or ideas. Identify similarities and differences between characters, places, events, objects and ideas in texts. ☺☺☺
4. Retrieve information from texts and evaluate its reliability and usefulness. ☺☺☺



Year 5

1. Make regular, brief summaries of what they've read, identifying the key points. ☺☺☺
2. Summarise a complete short text or substantial section of a text. ☺☺☺
3. Summarise what is known about a character, event or topic, explain any inferences and opinions by reference to the text. ☺☺☺

Year 6

4. Make regular, brief summaries of what they've read, linking their summary to previous predictions about the text. Update their ideas about the text in the light of what they've just read. ☺☺☺
5. Summarise 'evidence' from across a text to explain events or ideas. ☺☺☺
6. Summarise their current understanding about a text at regular intervals. ☺☺☺

DECODING

1. Apply phonic knowledge and skills as a route to decode words until automatic decoding has become imbedded and reading is fluent. ☺☺☺
2. Completion of any outstanding phases relevant to individual children. ☺☺☺
3. To use morphology and etymology (including root words, prefixes and suffixes) to read aloud and understand the meaning of new words. ☺☺☺



"Working together to succeed"

Reading - The Oakridge Way

Book Discussion

Year 5

1. Talk about books referring to details and examples in the text ☺☺☺

Year 6

2. Discuss their personal reading with others and articulate their personal response to their reading, identifying how and why a text affects the reader ☺☺☺

Ask questions to improve their understanding

Year 5

1. Identify aspects of a text they are not clear about.
2. Ask questions to clarify their understanding or research the topic to find out more. ☺☺☺

Year 6

2. Identify where they do not fully understand a text. ☺☺☺
3. Ask effective questions that will help them clarify their understanding of the text or the topic they are researching. ☺☺☺

Identify main ideas and themes

Year 5

1. Begin to distinguish between plot events/ details and the main themes in the texts they read. ☺☺☺
2. Identify how ideas and themes are explored and developed over a text, e.g. how a story opening can link to its ending or how characters change over a narrative. ☺☺☺
3. Explain how a detailed picture can emerge from a non-fiction text by examining different aspects of the topic. ☺☺☺

Year 6

4. Understand how a writer develops themes, ideas or points of view over a text. ☺☺☺
5. Identify how the narrative or author's voice influences the reader's point of view and frames their understanding. ☺☺☺
6. Discuss how this can change over the course of a text. ☺☺☺
7. In non-fiction texts distinguish between explicit and implicit points of view and discuss how the sense of the writer can develop over a text, e.g. in autobiographies ☺☺☺

Make comparisons within and across texts

Year 5

1. Make comparisons between the ways that different characters or events are presented. ☺☺☺
2. Compare the way that ideas or themes are presented in different texts or in different versions (including in other media, e.g. film) of the same text. ☺☺☺

Year 6

3. Make comparisons and draw contrasts between different elements of a text and across texts. ☺☺☺
4. Compare and contrast the work of a single author. Investigate different versions of the same story or different books on the same topic, identifying similarities and differences ☺☺☺

Dictionary

Year 5

1. Use dictionaries effectively to locate word meanings and other information about words, e.g. by using alphabetical order, understanding abbreviations, determining which definition is the most relevant to the context. ☺☺☺
2. Use a dictionary to check a suggested meaning. ☺☺☺

Year 6

3. Use dictionaries, glossaries and other alphabetically ordered texts confidently and efficiently in order to locate information about words met in reading. ☺☺☺
4. Identify the most appropriate meaning of a word used in a text from alternative definitions given in a dictionary. ☺☺☺

How structure and presentation contribute to meaning

Year 5

1. Compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution. ☺☺☺
2. Identify the features of different non-fiction text, including content, structure, vocabulary, style, layout and purpose, e.g. recounts, instructions, explanations, persuasive writing and argument. ☺☺☺
3. Read poems by significant poets and identify what is distinctive about the style or presentation of their poems. ☺☺☺

Year 6

4. Understand aspects of narrative structure, e.g. how paragraphs build up a narrative, how chapters or paragraphs are linked together. ☺☺☺
2. Understand how writers use the features and structure of information texts to help convey their ideas or information. ☺☺☺
5. Analyse how the structure or organisation of a poem supports the

Skim and Scan

Year 5

1. Locate information accurately through skimming to gain an overall sense of the text. ☺☺☺
2. Scan a text to gain specific information. Use the skills of skimming and scanning to identify sections of text to read more carefully and re-read/ read on as appropriate. ☺☺☺

Year 6

3. Evaluate the value of a text for an identified purpose, drawing on information acquired by skimming and scanning. ☺☺☺
4. Read carefully sections of texts to research information and to answer questions ☺☺☺