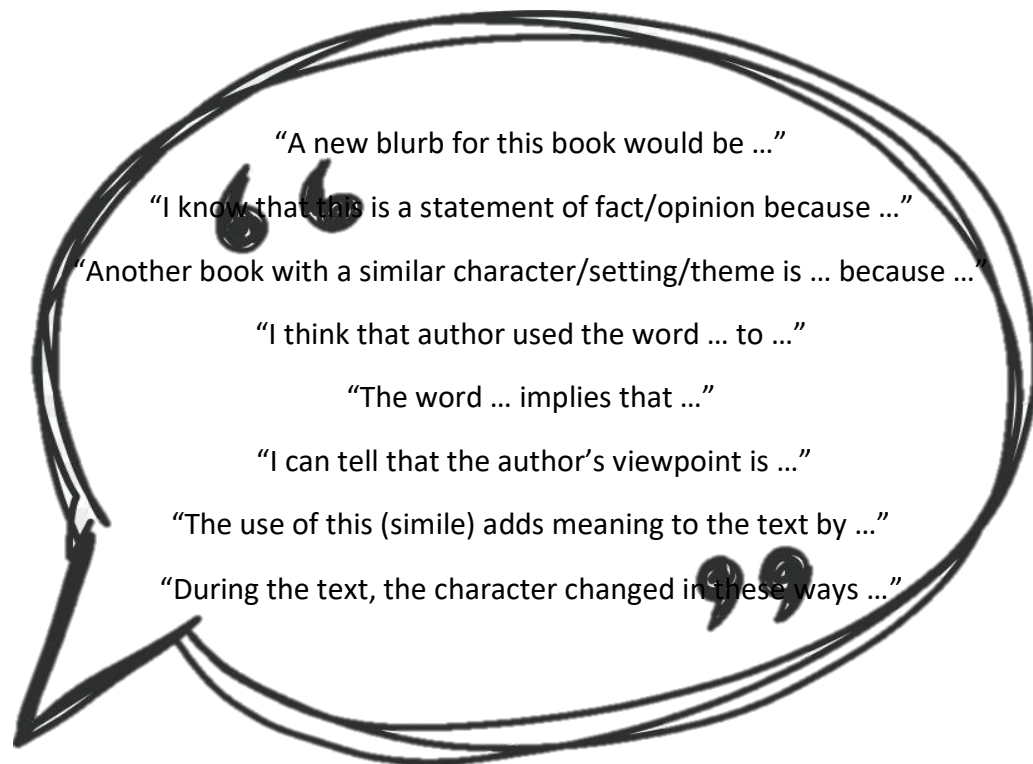


Inquiry Question: Should everyone learn to read?

In Year 5, you learnt to:

- Use contextual cues to recognise the meaning of new words
- Identify and compare characteristics of different text types
- Summarise main ideas from more than one paragraph
- Recommend books to peers
- Discuss and evaluate vocabulary used
- Draw inferences from characters' feelings, thoughts and motives
- Make predictions and justify these with evidence from the text



Key Learning	
Word reading	Comprehension
• To read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes and suffixes. • To decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.	• To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. • To recognise more complex themes in what is read, such as loss or heroism. • To explain and discuss understanding of what has been read through formal presentations and debates. • To draw out key information and to summarise the main ideas in a text. • To independently distinguish between statements of fact and opinion, providing reasoned justifications for their views. • To compare characters, settings and themes within a text and across more than one text. • 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. • To consider different account of the same event and to discuss viewpoints, both of authors and of fictional characters. • To discuss how characters change and develop through texts by drawing inferences based on indirect clues.