



Every Moment Matters

Blended Learning Reading Pack

Year 5

This reading pack has been designed to fit in with our 'blended learning' approach.

The first page contains the reading targets that the children will be taught during the year.

Following the targets, there is a bank of questions that can be used to enhance the comprehension of the text.

In the event of a child/group of children learning from home, this 'blended learning' pack can be used to support.

Year 5

Initial Requirements:		
		apply phonic knowledge and skills as the route to decode words; read accurately by blending sounds in unfamiliar words containing GPCs that have been taught; read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word If no, go to Year 1.
		applies phonic knowledge and skills consistently to decode age appropriate texts quickly and accurately (at over 90 words per minute); when reading aloud, sounds out unfamiliar words accurately without undue hesitation, and reads with confidence and fluency; asks and answers questions appropriately, including those based on inference of what is said and done If no go to Year 2
		automatic decoding is established and a range of texts is read with consistent accuracy, fluency and confidence ; predicts what might happen on the basis of what has been read so far; makes links between the book they are reading and other books they have read If no, go to Year 3
		checks that the text makes sense to them, discussing their understanding and explaining the meaning of words in context; identifies main ideas drawn from more than one paragraph and summarises these; identifies how language, structure, and presentation contribute to meaning If no, go to Year 4
Expected Next Steps:		
Word reading	1	fluently and effortlessly reads a range of age appropriate texts, including novels, stories, plays, poetry, non-fiction, reference books and text books
	2	continues to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
Reading for Pleasure and Performance	3	is increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
	4	learns a wider range of poetry by heart
	5	prepares poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
Comprehension	6	reads books that are structured in different ways and reading for a range of purposes
	7	checks that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
	8	asks questions to improve their understanding
	9	draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
	10	makes predictions based on details stated and implied
	11	discusses and evaluates how authors use language, including figurative language, considering the impact on the reader
	12	distinguishes between statements of fact and opinion; and in non-fiction
	13	in non-fiction, retrieves records and presents information to the reader
	14	participates 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
	15	provides reasoned justifications for their views
Exceeding Next Steps:		
	16	explains how language, structure, and presentation, can contribute to the meaning of a text
	17	evaluates how authors use language, including figurative language, considering the impact on the reader
	18	draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Decimal Score Tracking:		

KS2 Reading Comprehension Questions

Below are some question starters that you could ask your child about the text they are reading to aid their understanding.

Retrieval of information	Deduce, infer and interpret	Identify structure	Writer's use of language	Writer's effect on the reader	Social, cultural and historical contexts.
<p>What is 'animation'?</p> <p>What happened in the story?</p> <p>What did...do?</p> <p>True/False based on text.</p> <p>Identify a word from paragraph 2 which shows that...</p> <p>How many...?</p> <p>Give one example...</p> <p>Find some words or phrases that tell you about the setting.</p> <p>Describe...</p> <p>Can...have more than one meaning?</p>	<p>How are the experiences of these two characters similar?</p> <p>Who would you like to meet in the story and why?</p> <p>What evidence is there that...?</p> <p>If you made a movie of this story, what type of music would you use for it and why?</p> <p>What impression do you get of the feelings of this character from the text?</p> <p>What does the word... imply about...?</p> <p>Based on evidence from the text, what would you buy / do / see / ask?</p>	<p>Why did the author choose to...?</p> <p>Why has...?</p> <p>Why is... in...?</p> <p>How does the layout help...?</p> <p>What is the purpose of...?</p> <p>Give two features that tell you it is written as a formal letter/diary/script.</p> <p>What would be a suitable heading for this text?</p> <p>What would be a suitable caption for this image?</p> <p>How does the timeline/image/diagram/layout make it easier to understand?</p>	<p>Underline the word/noun/verb/phrase which shows that...</p> <p>Explain how the use of language in this sentence shows...</p> <p>Why is the word...in inverted commas?</p> <p>Why is this style of formal / informal language used in this text?</p> <p>Why does the writer compare... to...?</p> <p>What does the choice of language suggest...?</p> <p>Why does the writer use the word...?</p> <p>How does the choice of language create the impression that....?</p>	<p>Which of these texts would inspire you to...?</p> <p>Who is most likely to buy this book?</p> <p>Was this text trying to...?</p> <p>How does the writer show their positive/negative attitude towards...?</p> <p>Which text do you think is more/most effective?</p> <p>Why has the author included...?</p> <p>How can you recognise the attitude of this character?</p>	<p>In what ways is...like...?</p> <p>How did you know...?</p> <p>What is it about...that tells you...?</p> <p>Which features could...have?</p> <p>Have you been in a similar situation to the character in the book?</p> <p>Why does...ask... to...?</p> <p>Give two pieces of evidence that...?</p> <p>What other reason could there be for...?</p>

KS2 Reading Comprehension Questions

Below are some question starters that you could ask your child about the text they are reading to aid their understanding.

Retrieval of information	Deduce, infer and interpret	Identify structure	Writer's use of language	Writer's effect on the reader	Social, cultural and historical contexts.
	<p>What might this character have been thinking?</p> <p>How did the character feel before...and after...?</p> <p>What does this quotation suggest about...?</p> <p>What ideas are we given about...?</p> <p>What words tell us...?</p> <p>What is this character's attitude towards...?</p> <p>What do you think the story is going to be about? Why is... important?</p> <p>Explain the use of the word...</p>	<p>Sequence these events from the text.</p> <p>How does the writer build up to the conclusion?</p> <p>How does the writer link the conclusion to the introduction?</p> <p>How does this paragraph link back to the opening paragraph?</p> <p>How does the first sentence help to guide the reader?</p> <p>Why are some sentences shorter than others?</p> <p>Why is the text organised in this way?</p> <p>How many paragraphs are on the page?</p> <p>What does the glossary tell us?</p>	<p>How does... help you to understand?</p> <p>Which phrase best describes...</p> <p>What do phrases such as...tell you?</p> <p>Which part of the story best describes the setting?</p> <p>Why did the author choose the verbs...and...?</p> <p>Explain why... is used.</p> <p>In what way is...like...?</p> <p>How has the choice of words created a feeling of...?</p> <p>How does the author make you want to continue reading the story?</p> <p>Why is the description of...a good metaphor to use?</p>	<p>Which of these texts would inspire you to...?</p> <p>Who is most likely to buy this book?</p> <p>Was this text trying to...?</p> <p>How does the writer show their positive/negative attitude towards...?</p> <p>Which text do you think is more/most effective?</p> <p>Why has the author included...?</p> <p>How can you recognise the attitude of this character?</p>	