



Cam Hopton C of E Primary School Reading Coverage Upper Key Stage 2



	<u>Year 5</u>	<u>Year 6</u>
<i>Reading Words</i>	I can use everything I have learned so far about how affixes are added to root words to read and understand unfamiliar words I encounter.	I can use everything I have learned about how affixes are added to root words to read and understand unfamiliar words I encounter.
<i>Reading Comprehension</i>	I can read a widening range of different texts, including fiction, poetry, plays, non-fiction, and reference and textbooks, and discuss them with others afterwards. I can read differently structured texts for different purposes. I can compare events, themes and characters within and between books, finding and explaining similarities. I can talk about books and texts, categorising them into traditional tales, myths, legends, modern fiction, our literary heritage and books from other cultures and traditions. I can recognise a theme within a piece of writing and I can recognise and name some common conventions used in writing. I know how to learn a poem by heart and I can choose a suitable poem that I will enjoy learning and reciting. I can prepare and present a play script or a poem and use my voice, expression and gestures to gain and hold the attention of listeners. I can monitor my reading for sense and go back to make sure of anything that confuses me, exploring what an unfamiliar word means in its context after looking it up. I can pose questions for myself as I read and continue reading to find the answers to them. I can identify what the main ideas in a longer text are, sum them up quickly in a few sentences and identify key details to support my summary. I can pick up hints and clues the writer has given the reader to help me work out why characters do and say the things they do and I can explain how I worked this out. I can predict what I think is going to happen next in a story based on what has happened so far and hints the writer has given me. I can identify and discuss language a writer has used to have an impact on the reader, including figurative language (simile, metaphor, personification) and explain the impact on me as a reader. I can identify how the language, structure and presentation of a text contribute to meaning (e.g. specialist vocabulary, headings and sub-headings, diagrams, charts and maps in non-fiction texts) and explain how these impact on me as a reader. I can identify whether a writer is sharing a fact or offering an opinion. I can read a non fiction text and find answers to questions I posed before I read it and I can make notes to record the information I learned. I can share my views on a book I have read, recommending it to other readers and giving reasons to support my choices. I can discuss my reading with others, contributing positively, listening thoughtfully, offering and accepting challenges respectfully. I can talk about my reading in a variety of ways, including formal presentations and debates, and I can keep my focus when I am speaking, using notes to help me. I can support and justify my views through reasoned explanation.	I can read a wide range of different texts and discuss them with others afterwards. I can read differently structured texts for different purposes. I can compare events, themes and characters within and between books, finding and explaining similarities. I can talk about books and texts, categorising them into traditional tales, myths, legends, modern fiction, our literary heritage and books from other cultures and traditions. I can recognise a theme within a piece of writing and I can recognise and name some common conventions used in writing. I can learn some more poems of different types by heart. I can prepare and present a play script or a poem and use my voice, expression and gestures to gain and hold the attention of listeners. I can monitor my reading for sense and go back to make sure of anything that confuses me, exploring what an unfamiliar word means in its context after looking it up. I can pose questions for myself as I read and continue reading to find the answers to them. I can identify what the main ideas in a longer text are, sum them up quickly in a few sentences and identify key details to support my summary. I can pick up hints and clues the writer has given me to help work out why characters do and say the things they do, and I can explain how I worked this out. I can predict what I think is going to happen next in a story based on what has happened so far and hints the writer has given me. I can identify and discuss language a writer has used to have an impact on the reader, including figurative language (simile, metaphor, personification), and explain the impact on me as a reader. I can identify how the language, structure and presentation of a text contribute to meaning (e.g. specialist vocabulary, headings and sub-headings, diagrams, charts and maps in non fiction texts), and explain how these impact on the reader. I can identify whether a writer is sharing a fact or offering an opinion. I can read a non fiction text and find answers to questions I posed before I read it, and I can make notes to record the information I learned. I can share my views on a book I have read, recommending it to other readers and giving reasons to support my choices. I can discuss my reading with others, contributing positively, listening thoughtfully, offering and accepting challenges respectfully. I can talk about my reading in a variety of ways, including formal presentations and debates, and I can keep my focus when I am speaking, using notes to help me. I can support and justify my views through reasoned explanation.