



# CASTLETOWN PRIMARY SCHOOL



## Reading Comprehension – Year 5

In independent reading and challenging texts shared at whole class level, the child is able to:

Themes and Conventions	Comprehension	Inference	Language for Effect
<ol style="list-style-type: none"><li>1. Make comparisons within and across texts identifying some themes and conventions <i>e.g.</i> “<i>I know Shakespeare wants to show how brave this character is in this play, and in this play he does the same by ...</i>” or “<i>These authors explore friendship but this text shows the unhappiness of one friend whereas in this text both characters are ...</i>”</li><li>2. Identify purpose and viewpoint of texts.</li></ol>	<ol style="list-style-type: none"><li>1. Express personal opinions about a wide range of texts.</li><li>2. Make comparisons within and across texts.</li><li>3. Identify and discuss the significance of texts that are structured in different ways and for different purposes.</li><li>4. Ask questions in order to interrogate the text</li><li>5. Summarise main ideas from more than one paragraph, identifying key details that support the main ideas.</li><li>6. Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context <i>e.g.</i> <i>why the author describes the character.</i></li></ol>	<ol style="list-style-type: none"><li>1. Make inferences based on textual evidence <i>e.g. read between the lines and find evidence for the interpretation.</i></li><li>2. Explain inferred meanings drawing on evidence across the text/s <i>e.g. “They both show dads in different ways; Sarah’s dad told lies to cover up what he’d done and the dad in the other story was the opposite; he always told the truth even though he’d go to jail”.</i></li><li>3. Predict from details stated and implied and modify predictions in the light of new evidence.</li><li>4. Summarise the main ideas drawn from more than one paragraph, identifying some key details that support them <i>e.g. “This chapter is about the way children suffered; it says X and X but the other text presents things differently ...”; “It’s all about how difficult it was for the explorers: the food, weather, communication etc.”</i></li></ol>	<ol style="list-style-type: none"><li>1. Understand how writers use language for comic and dramatic effect.</li><li>2. Understand how word meanings change when used in different contexts.</li><li>3. Recognise rhetorical devices <i>e.g. those used to argue, persuade, mislead and sway the reader.</i></li><li>4. Recognise nuances in vocabulary choices.</li></ol>