

Superhero	Related Key Learning
<p><u>Retrieving Rita</u></p> 	<ul style="list-style-type: none"> • Scanning for key information i.e, looking for descriptive words associated with a setting. • Using a combination of skimming, scanning and close reading across a text to locate specific detail.
<p><u>Author's choice</u> <u>Aubrey</u></p> 	<ul style="list-style-type: none"> • Recognise authors' techniques to influence and manipulate the reader. • Understand the structures writers use to achieve coherence; (headings; links within and across paragraphs; conjunctions) • Exploring, recognising and using the terms personification, analogy, style and effect. • Analysing the conventions of different types of writing e.g. use of dialogue to indicate geographical and or historical settings for a story. • Explain the effect on the reader of the authors' choice of language and reasons why the author may have selected these. • Identifying how language, structure and presentation contribute to meaning e.g. persuasive leaflet, balanced argument.
<p><u>Vocabulary Vera</u></p> 	<ul style="list-style-type: none"> • Exploring new vocabulary in context. • Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. un+happy+ness • Use suffixes to understand meanings e.e. cious, tious, tial. • Read and understand the meaning of words on the Year 5/6 word list.
<p><u>Summarising Sid</u></p> 	<ul style="list-style-type: none"> • Make comparisons within and across texts e.g. similar events in different books. • Recognising themes within and across texts e.g. hope, peace, fortune, survival. • Skimming for gist. • Comparing texts written in different periods. • Understanding underlying themes, causes and consequences within whole texts.
<p><u>Inferring Izzy</u></p> 	<ul style="list-style-type: none"> • Justifying opinions and elaborating by referring to the text e.g. point, evidence and explain. • Inferring characters feelings, thoughts and motives from their actions, justifying inferences with evidence. • Re-read and reads ahead to locate clues to support understanding and justifying with evidence from the text. • Predicting what might happen from information stated and implied.
<p><u>Explaining Eric</u></p>	<ul style="list-style-type: none"> • Analysing the conventions of different types of writing e.g. use of dialogue to indicate geographical and or historical settings for a story. • Make comparisons within and across texts e.g. similar events in different books.



- Comparing texts written in different periods.
- Justifying opinions and elaborating by referring to the text e.g. point, evidence and explain.
- Predicting what might happen from information stated and implied.

Distinguish between statements of fact or opinion across a range of texts eg first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook.

Demonstrating active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group.

Using a reading journal to record on-going reflections and response to personal reading.

Learning a wider range of poems by heart.

Regularly listening to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves.

Recommending books to their peers with detailed reasons for their opinions.

Preparing formal presentations individually or in groups.

Listening to, reading and discussing an increasingly wide range of fiction, poetry, plays and non-fiction.

Evaluate texts quickly in order to determine their usefulness or appeal.

Read extensively for pleasure.

Explore texts in groups and deepening comprehension through discussion.

Independently read longer texts with sustained stamina and interest.

Participating in debates on issues to reading (fiction/non-fiction)

Responding to questions generated by a presentation.

Using notes to support presentation of information.

Preparing poems and playscripts to read aloud and perform using dramatic effects.

Expressing preferences about a wider range of books including modern fiction, traditional stories, fictions from our literary heritage and books from other cultures and traditions.

Participate in discussions about books building on their own and others' ideas and challenging views courteously.

Use etymology to help the pronunciation of new words eg, chef, chalet, machine, brochure - French in origin.

Employ dramatic effect to engage listeners whilst reading aloud.