

Pupils reading within **Stage 5** should: maintain positive attitudes to reading and understanding of what they read and increase their familiarity with experience of a wide range of:

- poetry  modern fiction  fiction from literary heritage  plays  library  non-fiction  myths and legends  other cultures and traditions  
 reference or textbooks  traditional stories  drama  whole books read aloud

**St. Bartholomew's C of E Primary School**

**Stage 5 Reading**

Comprehension RG: C	Inference RG: I	Text structure and organisation RG: T	Language for Effect RG: L	Themes and Conventions RG: TC
<p><b>In most reading</b></p> <p>1) Clearly identifies the most relevant points, including those selected from different places in the text</p> <p>2) Makes comments generally supported by relevant textual reference or quotation</p> <p>3) Develop, expand and explore their point in more detail, using information and evidence from different places in the same text.</p>	<p><b>Independently, the child is able to:</b></p> <p>1) Explain inferred meanings drawing on evidence across the text/s e.g. <i>'Sara's dad told lies to cover up what he had done; Sam's dad always told the truth even though he'd be in trouble'</i></p> <p>2) Make inferences and deductions based on textual evidence e.g. draw conclusions and find evidence to support their interpretation</p> <p>3) Explore different layers of meaning in a text securely based in textual evidence with a clear understanding of its significance.</p>	<p><b>Independently, the child is able to:</b></p> <p>1) Comment on structural choices showing some general awareness of the authors craft e.g. <i>'it tells you all the things burglars can do to a house and the last section explains how the alarm protects you'</i></p> <p>2) Clearly identify various features relating to organisation at text level, including form, with some explanation e.g. <i>'each section starts with a question as if he's answering the crowd'</i></p> <p>3) Continue to learn a wider range of poetry by heart</p> <p>4) Consider how structure and structural features create effect and develop themes.</p>	<p><b>Independently, the child is able to:</b></p> <p>1) Discuss and evaluate various features of writer's use of language e.g. <i>'when it gets to the climax they speak in short sentences which makes it more tense'</i></p> <p>2) Comment on the effect of writer's language choices e.g. <i>'the images of flowers make the events seem less horrific'</i></p> <p>3) Understand and use appropriate terminology to discuss texts e.g. <i>metaphor, simile, analogy, imagery, style and effect</i></p> <p>4) Develop and comment on how language can affect the reader, using appropriate terminology.</p>	<p><b>Independently, the child is able to:</b></p> <p>1) Express personal opinion with reasoned justification for their views</p> <p>2) Identify themes and make comparisons across a wider range of texts e.g. <i>heroism such as Solomon Northup, Grace Darling and fictional characters</i></p> <p>3) Identify conventions and make comparisons across a wider range of writing e.g. <i>narrative conventions in a range of genre, ballads, news reports</i></p> <p>4) Identify clearly the main purpose within and across genre e.g. <i>'both pieces are about war but one author is strongly against war and wants to persuade the reader to agree'</i></p> <p>5) Comment on the differences in author viewpoint of the same event e.g. <i>fictional and factual accounts of the Spanish Armada</i></p> <p>6) Demonstrate a general awareness of effect on the reader with explanation e.g. <i>'you would be persuaded to sign up because....'</i></p> <p>7) Comment on how the context in which texts are written and read contribute to meaning e.g. <i>how historical context influenced adverts or war reports from different times/places; or how a novel relates to when/where it was written</i></p> <p>8) Develop and comment on the writer's decisions and effects including viewpoint.</p> <p>9) Discuss the effects of when and where texts are written and read.</p>