



Curriculum Information

Year Five - Reading



WESTFIELD PRIMARY

Curriculum Intent Statement

Our aim is to provide our children with an engaging, exciting and empowering curriculum that provides them with the confidence and skills to flourish in today's society and the future.

At Westfield Primary the curriculum is designed to: recognise children's prior learning, provide first hand learning experiences, develop independence and creativity and build resilience and a love for learning.

Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge-based curriculum, concepts and values. We provide many enhancement opportunities to engage learning and we actively encourage involvement and participation in sport, the arts and computing. Learning at Westfield is underpinned by the belief that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge. We promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success.

Community involvement is an integral part of our curriculum, inviting families and visitors to facilitate learning new skills and sharing experiences such as assemblies, curriculum afternoons, sporting activities and performances.

Children leave Westfield with a sense of belonging to a tightly knit community, where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.



A pupil following Westfield's Y5 reading curriculum...

Read
Can apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.
Increases 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
Recommends books that they have read to their peers, giving reasons for their choices
Can explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
Can work out the meaning of unknown words from the way they are used in context.
Can understand and explain the function of sophisticated punctuation (... ; - () and ' for contraction and possession and " " for direct speech).
Retrieve
Can make comparisons within and across books
Can learn a wider range of poetry by heart
Can prepare 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
Can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
Can distinguish between statements of fact and opinion
Can retrieve, record and present information from non-fiction
Can participate 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
Can skim and scan non-fiction texts at speed for research.
Can refer to the text to support predictions and opinion (Sum up what you have to find / discuss / think about; make your point / state your thoughts and ideas; find evidence in and / or around the text to support your views; clarify your thinking by elaborating on and justifying your views, using additional evidence and linking to wider knowledge / experiences.)
Can decide on the quality and usefulness of a range of texts and explain clearly to others.
Can retrieve and collate key ideas and information from a range of sources.
Explore – author- language and viewpoint
Continues to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
Can check that the book makes sense to them, discuss their understanding and explore the meaning of words in context
Can ask questions to improve their understanding
Can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader



Can confidently identify the point of view of some texts and how this impacts on the reader.
Can comment on the success of texts in provoking particular responses (e.g. anger, sadness).
Can identify why a long-established novel may have retained its lasting appeal.
Can recognise which character the writer wants the reader to like or dislike and what techniques are used to achieve this.
Can discuss the difference between literal and figurative language and the effects of imagery.
Can sometimes recognise the use of irony and comment on the writer's intention (e.g. sarcasm, insincerity, mockery).
Can discuss the message a text has about our society, a particular culture or traditions from the past.
Analyse – structure and organisation
Reads books that are structured in different ways and reading for a range of purposes
Can identify and discuss themes and conventions in and across a wide range of writing
Can explain the structural devices an author has used to organise a text (e.g. going beyond the superficially obvious in fiction, such as decisions about plot structure or flash backs / flash forwards; in non-fiction, looking at devices and decisions the writer has made in multi-genre texts).
Can evaluate the success of a text providing evidence that refers to language, theme and style.
Can identify the purpose, audience and organisation of different fiction / non-fiction texts and evaluate the success of each of these elements.
Deduce – deduce and infer
Can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence
Can predict what might happen from details stated and implied
Can provide reasoned justifications for their views
Can identify and discuss implicit and explicit points of view in some texts at an appropriate level / standard.
Can explain a character's motives throughout a story and use evidence from the text to back up opinions.
Can infer messages moods, feelings and attitudes across a text in level / standard -appropriate texts (e.g. how a message can be inferred through referring back to different points in the text where things have been implied).
Can explore texts to support and justify predictions and opinions. (Sum up what you have to find / discuss / think about; make your point / state your thoughts and ideas; find evidence in and / or around the text to support your views; clarify your thinking by elaborating on and justifying your views, using additional evidence and linking to wider knowledge / experiences.)
Is beginning to evaluate how messages, moods, feelings and attitudes are conveyed in poetry, prose and non-fiction, making reference to the text.