

## Reading: Goldfish Boy.

### Y5 summer

#### National Curriculum subject content:

##### Comprehension:

##### Pupils should be taught to:

- ✓ maintain positive attitudes to reading and understanding of what they read by:
- ✓ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- ✓ reading books that are structured in different ways and reading for a range of purposes
- ✓ increasing 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 English 45 Statutory requirements
- ✓ recommending books that they have read to their peers, giving reasons for their choices
- ✓ identifying and discussing themes and conventions in and across a wide range of writing
- ✓ making comparisons within and across books
- ✓ learning a wider range of poetry by heart
- ✓ preparing 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
- ✓ understand what they read by:
- ✓ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- ✓ asking questions to improve their understanding
- ✓ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- ✓ predicting what might happen from details stated and implied
- ✓ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- ✓ identifying how language, structure and presentation contribute to meaning
- ✓ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- ✓ distinguish between statements of fact and opinion
- ✓ retrieve, record and present information from non-fiction
- ✓ 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
- ✓ 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
- ✓ provide reasoned justifications for their views



Matthew is trapped in his bedroom by crippling OCD and spends most of his time staring out of his window as the inhabitants of Chestnut Close go about their lives. Until the day he is the last person to see his next door neighbour's toddler, Teddy, before he goes missing. Matthew must turn detective and unravel the mystery of Teddy's disappearance.

##### Word Reading:

##### Pupils should be taught to:

- ✓ 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.

#### Objectives (key knowledge):

Vocabulary:	Inference:	Prediction:	Explain:	Retrieval:	Sequence/summarise
To learn to re-write sentences/passages using alternative word choices.	To begin to justify inferences about character feelings, thoughts and motives with evidence from the text.	To learn to make a prediction from information stated or implied and support using relevant evidence from the text	To learn to Identify/explain how meaning is enhanced through choice of words and phrases	To begin to answer retrieval questions succinctly by filtering unnecessary detail.	To learn how to summarise a text using a limited number of words by only selecting key details.

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