



### Reading Curriculum- Year 5

<b><u>Archaic Language</u></b>	<b><u>Non-linear Time Sequences</u></b>	<b><u>Narratively Complex</u></b>	<b><u>Complexity of plot/symbolic text</u></b>	<b><u>Resistant Text</u></b>
The vocabulary, usage, syntax for cultural reference of text over 50 or 100 years old are vastly different and more complex than books today	Books where time moves in fits and starts. This requires focus on plot and understanding	Books are sometimes narrated by an unreliable narrator or who have multiple narrators or non-human. These add more complexity that a single plot line	Texts which happen on a symbolic level. Critical forms of text complexity	Texts written to deliberately resist easy meaning-making by readers. Readers have to assemble meaning around nuances, hints, uncertainties and clues
The Highwayman - Alfred Noyes For the Fallen - Laurence Binyon The Velveteen Rabbit- Margery Williams  How Do I Love Thee? (Sonnet 43) Elizabeth Barrett Browning - 1806-1861	Cosmic – Frank Cottrell-Boyce  FaRther – Grahame Baker-Smith	The Listener - Walter De La Mere	How to Fly with Broken Wings- Jane Elson	The Pobble Who had no Toes - Edward Lear  Sky in the Pie - Roger McGough

### National Curriculum

<b>Retrieval</b>	<b>Vocabulary</b>	<b>Developing fluency, performance and debating</b>	<b>Inference</b>	<b>Text Structure-comparing and making links</b>
<ul style="list-style-type: none"> <li>Asking questions to improve their understanding</li> <li>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>retrieve, record and present information from non-fiction</li> <li>Find, select and combine relevant words and phrases from more than one text/source to support answers to find it questions</li> <li>Identify the main ideas from several paragraphs and provide</li> </ul>	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), to understand the meaning of new words that they meet Identifying how language contributes to meaning Asking questions to improve their understanding Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Checking that the book makes sense to them, discussing their understanding</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Asking questions to improve their understanding Recommending books that they have read to their peers, giving reasons for</li> </ul>	<ul style="list-style-type: none"> <li>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 Distinguish between statements of fact and opinion Provide reasoned justifications for their views</li> <li>Make predictions about characters based upon reading so far- identifying a</li> </ul>	<ul style="list-style-type: none"> <li>Reading books that are structured in different ways and reading for a range of purposes Identifying and discussing conventions in and across a wide range of writing Identifying how structure and presentation contribute to meaning</li> <li>Read fiction and non-fiction texts that are structured in different ways</li> <li>Identify structural organisers and make comparisons within and across books</li> <li>Explain why the author has chosen to structure/present the text in a</li> </ul>

<p>key additional information from a section of the text to support this.</p> <ul style="list-style-type: none"> <li>Summarise in different ways including key information e.g. written summary, key words, pictures/diagrams, charts and making notes for presentations.</li> <li>Sequence sections/outlines of unknown texts based upon knowledge of genre features</li> <li>Scan different texts to find evidence to support answers to questions.</li> <li>Skim read of skim the text to gain the gist of main idea.</li> <li>Ask relevant find it questions which explore the detail of a text or which require comparison across fiction and non-fiction.</li> <li>Retrieve and record information, producing a set of notes to support a presentation.</li> <li>Prior to reading select from a range of texts/sources of information with a key question or heading in mind.</li> </ul>	<p>and exploring the meaning of words in context</p> <ul style="list-style-type: none"> <li>Apply their growing knowledge of grammar, morphology and etymology to understand the meaning of new words that they meet in context</li> <li>Ask questions about vocabulary to improve their understanding.</li> <li>Discuss how language contributes to the overall meaning.</li> <li>Discuss how authors use figurative language and the impact of these on the reader.</li> <li>Compare the impact of different language devices within a text.</li> <li>Recognise language and vocabulary used by an author for a specific genre and compare to another author, considering the impact on the reader.</li> </ul>	<p>their choices Participate in discussions about books, 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.</p> <ul style="list-style-type: none"> <li>Participate in discussions about books, building on their own and others' ideas</li> <li>Challenge views courteously</li> <li>Explain and discuss their understanding of what they have read through formal debates</li> <li>Participate in discussions about books, building on their own and other's ideas</li> <li>Ask questions to clarify others' opinions</li> <li>Explain and discuss the understanding of what they have read</li> <li>Identify and discuss themes and points of view within and across texts.</li> </ul>	<p>range of evidence within and beyond the text to support opinion.</p> <ul style="list-style-type: none"> <li>Categorise predictions as likely/unlikely based upon what has been read so far.</li> <li>Infer and comment on the possible causes of events and actions</li> <li>Identify which causes are most/least likely based upon evidence in the text and beyond.</li> <li>Justify inferences backed by one type of textual evidence from across the text.</li> <li>Infer and explain how a character's thoughts, feelings or motives have changed over the course of the text.</li> <li>Identify statements of fact and opinion.</li> </ul>	<p>particular way or use a particular structural organiser</p> <ul style="list-style-type: none"> <li>Identify, compare and contrast the features of a range of : poetry, non-fiction, fiction</li> <li>Explain major differences between text types</li> <li>Read for a range of purposes e.g. research, pleasure, locate specific information, gain an overview, compare and contrast</li> <li>Analyse how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot</li> </ul>
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**Teachers read the class text daily however they can select other texts for reading lessons.**

**Autumn 1**

Wk	Text	Concepts	Objectives
1	Farther- Grahame Baker-Smith	Retrieval- Summarising	Identify the main ideas from several paragraphs and provide key additional information from a section of the text to support this
2	Farther- Grahame Baker-Smith	Retrieval sequencing	Sequence sections/outlines of unknown text based upon knowledge of genre features
3	Rhythm of the rain- Grahame Baker Smith	Retrieval- Skimming and scanning	Scan different texts to find evidence to support answers to questions. Speed read or skim the text to get the general idea
4	Rhythm of the rain- Grahame Baker Smith	Retrieval- recasting	Summarise in different ways including key information e.g. written summary, key words, pictures/diagrams, charts and making notes for presentations.
5	Leon and the place between- Grahame Baker Smith	Retrieval- Locational questions note making skills	Ask relevant find it questions which explore the detail of a text or which require comparison across fiction and non-fiction Retrieve and record information, producing a set of notes to support a presentation.
6	Leon and place between – Grahame Baker Smith	Retrieval- Summarising	Identify the main ideas from several paragraphs and provide key additional information from a section of the text to support this
7	For the Fallen -Laurence Binyon	Vocabulary- identify Developing Fluency and performance	Identify figurative language devices. Learning by heart a wider range of poetry. Preparing a poem to read aloud and to perform-showing understanding through intonation, tone and volume so that the meaning is clear to an audience

## **Autumn 2**

Wk	Text	Concepts	Objectives
1	The velveteen rabbit- Margery Williams	Inference- prediction	Make credible predictions about what happen from details stated or implied and support with references to the whole text Provide reasoned justifications for views expressed
2	Non fiction text linked to Earth and space	Use of function of structural organisers- non-fiction	Read non-fiction texts that are structured in different ways Identify structural organisers and make comparisons within and across books Explain why the author has chosen to structure/present the text in a particular way or use a particular structural organiser
3	The velveteen rabbit- Margery Williams	Inference- cause and effect	Infer and comment on the possible causes of events and actions Identify which causes are most/least likely based upon evidence in the text and beyond.
4	Roger McGough	Reading for pleasure- author study	Read for a range of purposes Reading a wide variety of fiction, non-fiction and poetry Recommending books they have read to their peers
5	The velveteen rabbit- Margery Williams	Vocabulary- the meaning of words	Apply their growing knowledge of grammar, morphology and etymology to understand the meaning of new words they meet in context. Ask questions to improve their understanding.
6	The velveteen rabbit- Margery Williams	Developing fluency and performance	Fluently and automatically reads age-appropriate texts including both modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books
7	Review week		

### **Spring 1**

Wk	Text	Key Focus	Objectives
1	Cosmic-Frank Cottrelli-Boyce	Inference-identifying evidence to support opinion	Justify inferences backed by one type of evidence from across the text Infer and compare different character's thoughts, feelings and motives have changed over the course of a text Identify statements of facts and opinions
2	Cosmic-Frank Cottrelli-Boyce	Inference-characterisation	Explore contrasting character's feelings, thoughts, actions and motives through role-play such as hot seating Create improvisations in role e.g. creating a new or alternative scene
3	Cosmic-Frank Cottrelli-Boyce	Inference-asking and answering questions	Ask and answer relevant inference questions for a range of fiction and non-fiction texts. In discussion and role ask/answer relevant inferences/detective questions about character's feelings, actions, thoughts and motives
4	Cosmic-Frank Cottrelli-Boyce	Vocabulary-intended impact on the reader	Discuss how language contributes to the overall meaning. Discuss how authors use figurative language and the impact of these on the reader. Compare the impact of different language devices within a text
5	How Do I Love Thee? (Sonnet 43) Elizabeth Barrett Browning - 1806-1861	Developing fluency and performance	Reads aloud a range of moderately complex texts with fluency and phrasing, adjusting pace, volume, pitch and pronunciation to enhance meaning and expression
6	Review week		

## **Spring 2**

Wk	Text	Key Focus	Objectives
1	Cosmic-Frank Cottrelli-Boyce	Inference-asking and answering questions	Developing skills in finding the detail of the text- to ask questions. This strategy is modelled by making connections across the text.
2	Michael Morpurgo	Reading for pleasure-author study	Read for a range of purposes Reading a wide variety of fiction, non-fiction and poetry Recommending books they have read to their peers
3	Cosmic-Frank Cottrelli-Boyce	Vocabulary-recognise how language is linked to audience and purpose	Recognise language and vocabulary used by an author for a specific genre and compare to another author, considering impact on the reader.
4 and 5	The pobble who had no toes-Edward Lear	Developing fluency and performance	Varies pace according to purpose and audience (reading for understanding)
6	Review Week		

## **Summer 1**

Wk	Text	Concept	Objectives
1	Non-fiction text linked to topic	Use of function of structural organisers/text featured Non-fiction	Read fiction and non-fiction texts that are structured in different ways Identify structural organisers and make comparisons within and across books Explain why the author has chosen to structure/present the text in particular way or use a particular structural organiser
2	Revisit poems covered during the year	Use of function of structural organisers/text features-poetry	Read poetry texts that are structured in different ways Identify structural organisers and make comparisons within and across books Explain why the author has chosen to structure/present the text in particular way or use a particular structural organiser
3	How to fly with broken wings- Jane Elson	Use of function of structural organisers/text features-fiction	Read fiction that are structured in different ways Identify structural organisers and make comparisons within and across books Explain why the author has chosen to structure/present the text in particular way or use a particular structural organiser
4	Review of texts covered	Identify and discuss record similarities and differences	Identify, compare and contrast the features of a range of different forms of <ul style="list-style-type: none"> <li>➤ Poetry</li> <li>➤ Non-fiction</li> <li>➤ Fiction</li> </ul>
5	The Highwayman- Alfred Noyes	Vocabulary- compare and contrast Developing fluency and performance	Compare the language of poetry, prose and non-fiction for the same theme or information Reads aloud with expression that reflects the author's purpose and meaning
6	Review Week		

## Summer 2

Wk	Text	Concept	Objectives
1	How to fly with broken wings-Jane Elson	Compare and contrast-making links	Compare how a common theme is presented in a range of texts
2	How to fly with broken wings-Jane Elson	Reviewing and performing-debating	Participate in discussions about books, building on their own and others' ideas Ask questions to clarify others' opinions Explain and discuss their understanding of what they have read Provide reasoned justifications for their views Identify and discuss themes and points of view within and across texts
3	David Wiesner	Reading for pleasure-author study	Read for a range of purposes Reading a wide variety of fiction, non-fiction and poetry Recommending books they have read to their peers
4	How to fly with broken wings-Jane Elson	Vocabulary	Full review of Y5 vocabulary
5 and 6	Sky in the Pie (poem)- Roger McGough	Developing fluency and performance	Learning by heart a wider range of poetry. Preparing a poem to read aloud and to perform-showing understanding through intonation, tone and volume so that the meaning is clear to an audience
7 and 2 days	Review Week		