

Year 5 Reading					
Relevant KS2 end points covered: <ul style="list-style-type: none"> • Be able to read age-appropriate texts with confidence and fluency. • Draw inferences about character's feelings, thoughts and motives. • Make plausible predictions and summaries. • Comment upon a writer's choice of language and explain the effect of vocabulary on the reader. • Make reasoned justifications for their views using the text to support their opinions. 					
Key concepts: <ul style="list-style-type: none"> • Word Reading • Comprehension Strands <ul style="list-style-type: none"> ○ Vocabulary ○ Inference ○ Prediction ○ Explain ○ Retrieve ○ Summarise ○ Poetry and performance 					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit titles:					
Around the World		Reach for the Stars		Think Back, Looking Forward	
Domains of knowledge					
Guided Reading Barnaby Rooket by John Boyne Whole Class PSHE Boy at the Back of the Class by Onjali Rauf Poetry 'Twas the night before Christmas - Clement Clarke Moore		Guided Reading Cosmic by F.C. Boyce Whole Class PSHE Private Peaceful by Michael Morpurgo Poetry Storm in a Rainforest by Sally Garland		Guided Reading Anglo-Saxon Boy by Tony Bradman Whole Class PSHE Speechless by Kate Darbishire Poetry A Poem to be Spoken Silently by Pie Corbett	
Progressive Skills:					
I can read aloud with intonation that shows understanding. I can apply growing knowledge of root words, prefixes and suffixes both to read aloud and understanding the meaning of new words. I can attempt pronunciation of unfamiliar words drawing on prior knowledge of similar-looking words.					
Comprehension		Comprehension		Comprehension	
I can check that the book makes sense, begin to discuss my understanding and explore the meaning of words. I can identify and begin to comment on language and the structural features of a text e.g. the use of subheadings, captions etc. I can begin to discuss and evaluate how authors use language, considering the impact on the reader. I can draw inferences such as inferring character's feelings, thoughts and motives and explain them with growing confidence.		I can check that the book makes sense, discuss my understanding and explore the meaning of words in context. I can identify and comment on language and the structural features of a text with increased confidence e.g. the use of subheadings, captions etc. I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader with increased confidence.		I can check that the book makes sense, discuss my understanding in detail and explore the meaning of words in context with confidence. I can confidently identify and comment on language and the structural features of a text e.g. the use of subheadings, captions etc. I can confidently discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	

<p>I can predict what might happen offering an explanation and beginning to use evidence.</p> <p>I can read and begin to discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>I can recommend books that I have read to my peers, beginning to give reasons for my choices.</p> <p>I can begin to distinguish between statements of fact and opinion.</p> <p>I can begin to participate in discussions about books that are read to me and those I can read for myself.</p> <p>I can begin to discuss my understanding of what I have read.</p> <p>I can begin to provide reasoned justifications for my views.</p> <p>I am beginning to increase my familiarity with a wide range of books.</p> <p>I can begin to ask questions to improve my understanding.</p> <p>I can begin to retrieve, record and present information from non-fiction texts.</p> <p>I am beginning to identify and discuss themes and conventions in a range of writing.</p> <p>I am beginning to make comparisons within books.</p> <p>I can begin to summarise the main ideas drawn from more than one paragraph.</p> <p>I can begin to learn a wider range of poetry by heart preparing poems and plays to read aloud.</p>	<p>I can draw inferences such as inferring character's feelings, thoughts and motives and explain them by beginning to select evidence to justify.</p> <p>I can predict what might happen offering an explanation by beginning to use accurate evidence.</p> <p>I can read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>I can recommend books that I have read to my peers, giving reasons for my choices.</p> <p>I can distinguish between statements of fact and opinion.</p> <p>I can participate in discussions about books that are read to me and those I can read for myself, building on my own ideas.</p> <p>I can explain and discuss my understanding of what I have read, maintaining a focus on the topic with growing confidence.</p> <p>I can provide more accurate reasoned justifications for my views.</p> <p>I can increase my familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction,</p> <p>I can ask questions to improve my understanding.</p> <p>I can retrieve, record and present information from non-fiction with increasing accuracy.</p> <p>I am beginning to identify and discuss themes and conventions in and across a range of writing.</p> <p>I am beginning to make comparisons within and across books.</p> <p>I can begin to summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>I can begin to learn a wider range of poetry by heart preparing poems and plays to read aloud and to perform.</p>	<p>I can draw inferences such as inferring character's feelings, thoughts and motives and explain them by selecting appropriate evidence to justify.</p> <p>I can predict what might happen offering an explanation using accurate evidence.</p> <p>I can read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks with increasing confidence.</p> <p>I can recommend books that I have read to my peers, giving detailed reasons for my choices.</p> <p>I can distinguish between statements of fact and opinion with increasing confidence.</p> <p>I can participate in discussions about books that are read to me and those I can read for myself, building on my own and others' ideas.</p> <p>I can explain and discuss my understanding of what I have read with increased confidence through formal presentations and debates, beginning to maintain a focus on the topic.</p> <p>I can provide accurate and reasoned justifications for my views.</p> <p>I can further increase my 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.</p> <p>I can ask more detailed questions to improve my understanding.</p> <p>I can retrieve, record and present information from non-fiction with further accuracy.</p> <p>I am beginning to identify and discuss themes and conventions in and across a wide range of writing.</p> <p>I can make comparisons within and across books.</p>
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Prior Knowledge:

Children can draw inferences about a character’s feelings, thoughts and motives and are beginning to justify these with appropriate evidence.
 They can increasingly explain the meaning of words by using the context.
 Children can suggest reasons why authors have used specific words.

Grammar terminology:

poem, story, non-fiction, intonation, root word, prefixes, suffixes, prediction, inference, sequence, summarise, structure, evidence, themes, opinion, figurative language, similes, metaphors,