



Reading Curriculum – Year 5

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Core Texts (linked with CLPE writing units).</p>	 <p>The Barnabus Project by The Fan Brothers.</p>	 <p>Runaway Robot by Frank Cottrell-Boyce.</p>	 <p>Harry Miller's Run by David Almond</p>	 <p>The London Eye Mystery by Siobhan Dowd.</p>	 <p>Overheard in a Tower Block by Joseph Coelho.</p>	 <p>The Last Wild by Piers Torday.</p>
<p>Additional texts.</p> <p>Fiction. Non-fiction. Poetry. Diverse and Inclusive text.</p>	<p>All Things That Could Go Wrong by Stewart Foster.</p> <p>I don't like poetry by Joshua Seigal.</p>	<p>The Dragon's Hoard: Stories from the Viking Saga by Lari Don and Cate James.</p> <p>A Christmas in Time by Sally Nicholls and Rachel Dean.</p>	<p>Running on Empty by S.E Durrant</p> <p>Mikael Saves the Day (News report.)</p>	<p>You Can't Be That by Brian Patten.</p> <p>The Proudest Blue by Ibtihaj Muhammed</p>	<p>Skellig by David Almond</p> <p>Jacky Daydream by Jaqueline Wilson</p>	<p>Wings by Pie Corbett</p> <p>The Pebble in my Pocket by Meridith Hooper.</p>

<u>Decode / word-reading</u> phonics, tricky words, alphabet, use of dictionary.					
	Consolidate: to read a wide range of exception words (y3-4 list and similar).	Introduce: to begin to read some common exception words (Y5-6 list and similar) with support.	Practise: read previous Year 5 and 6 common exception words with occasional support.	Develop: read a limited amount of year 5 and 6 common exceptions words with more independence.	Embed: confidently read some of the year 5 and 6 common exception words with increasing independence.
	Consolidate: application of growing knowledge of morphology, both to read aloud and understand the meaning of new words they meet.	Introduce: introduce unfamiliar prefixes, suffixes and root words. Use growing knowledge of morphology to read unfamiliar words, with support.	Practise: new prefixes, suffixes and root words. Use growing knowledge of morphology to read unfamiliar words.	Develop: apply growing knowledge of prefixes, suffixes and root words. Use growing knowledge of morphology and etymology to read unfamiliar words.	Embed: apply growing knowledge of prefixes, suffixes and root words. Use knowledge of morphology and etymology to read unfamiliar words independently.
<u>Comprehend, locate and retrieve:</u> vocabulary, characters, settings, events, information, justify using text – content domains 2B and 1A/2A					
	Consolidate: use skimming and scanning skills to retrieve information across the text.	Introduce: retrieve key details using previously learned skills, and begin to find quotations from a part of a text with support.	Practise: retrieve key details and begin to find quotations from across the text with occasional support.	Develop: retrieve key details and find quotations from a text with more independence.	Embed: retrieve key details and find quotations from a text that supports their views, sometimes independently.
	Introduce: discuss understanding of new vocabulary and explore the meaning of words in context with support.	Practise: discuss understanding of new vocabulary and explore the meaning of words in context with occasional support. Reference vocabulary relating to this terms text. E.g. technical vocabulary for the Great North Run. Reference vocabulary relating to this terms text. E.g. idioms throughout The London Eye Mystery.		Develop: discuss their understanding of previous and new vocabulary within context, and answer questions which show their understanding.	Embed: discuss their understanding of previous vocabulary within context (use within their own writing) with more independence.
	Introduce: using a dictionary and/or thesaurus to	Practise using a dictionary and/or thesaurus to understand the meaning of	Develop: independently select a dictionary/thesaurus to look up unknown words.	Embed: independently select a	

	understand the meaning of unfamiliar vocabulary with support.	unfamiliar vocabulary with occasional support.		dictionary/thesaurus to look up unknown words.	
<u>Inferential understanding:</u> prediction, sequencing events, summary, nuanced vocabulary – content domain 2D and 1A/2A					
	Consolidate: drawing inferences such as inferring characters' feelings, thoughts and motives for their actions.	Introduce: begin to draw inferences independently often justifying with textual evidence with support.	Practise: to draw inferences independently often justifying with textual evidence with occasional support.	Develop: draw inferences independently often justifying with textual evidence.	Embed: draw inferences independently justifying with textual evidence.
	Consolidate: predict what might happen from implied details.	Introduce: begin to make predictions from implied details, both before and after events, with support.	Practise: make predictions from implied details, both before and after events, with occasional support.	Develop: make predictions from implied details, both before and after events, using evidence to support their reasoning with occasional support.	Embed: make predictions from implied details, both before and after events, using evidence to support their reasoning with more independence.
	Consolidate: Identify and discuss themes within the text/s with support.	Practise: identify and discuss themes across a range of texts.		Develop: identify and discuss themes across a wide range of texts by drawing comparisons within and across the text with occasional support.	Embed: identify and discuss themes across a wide range of texts by drawing comparisons within and across the text with some independence.
	Introduce: begin to summarise main ideas with support.	Practise: summarise main ideas with occasional support.		Develop: summarise main ideas across a whole text with occasional support.	Embed: summarise main ideas across a whole text with some independence.
	Introduce: begin to discuss and explore the precise meaning of words and phrases in context with support.	Practise: to discuss and explore the precise meaning of words and phrases in context with occasional support.	Develop: to discuss and explore the precise meaning of words and phrases in context with more independence.		Embed: to discuss and explore the precise meaning of words and phrases in context with increasing independence.

Respond to text:					
evaluation, response to author, authorial effect and intent, effect of vocabulary – content domains 2F, 2G, 2H and 1A/2A					
Maintain positive attitudes to reading texts structured in different ways for a range of purposes.					
		Introduce: during discussion, make comparisons within and across texts and begin to distinguish between fact and opinion with support.	Practise: during discussion, make comparisons within and across the texts and begin to distinguish between fact and opinion with support.	Develop: within discussion, make comparisons within and across texts and distinguish between fact and opinion with some independence. Compare versus in a poem, changing mood, formality and informality. Valerie Bloom vs Pie Corbett. Compare the verses in Wings.	Embed: within discussion, make comparisons within and across texts and distinguish between fact and opinion with more independence.
	Consolidate: awareness of authorial choice, discussing words and phrases which capture their interest.	Introduce: through discussion, evaluate how authors use language, considering the impact on the reader. e.g. metaphor, personification with support.	Practise: through discussion, evaluate how authors use language, considering the impact on the reader. e.g. metaphor, personification.	Develop: evaluate how authors use language, including figurative language, to impact the reader's response, with support.	Embed: evaluate how authors use language, including figurative language, to impact the reader's response, with occasional support.
Fluency and phrasing:					
reading at 90% accuracy without overt segmenting and blending, automaticity, phrasing appropriate to meaning					
	Introduce: read aloud a wider range of age-appropriate poetry and other texts with accuracy and at a reasonable reading pace with support.	Practise: read aloud a wider range of age-appropriate poetry and other texts with accuracy and at a reasonable reading pace with support.	Develop: read aloud unfamiliar age-appropriate poetry and other texts with accuracy and at a reasonable speaking pace with occasional support.	Embed: read aloud unfamiliar age-appropriate poetry and other texts with accuracy and at a reasonable speaking pace.	

	Consolidate: read aloud with expression, using punctuation to support meaning, including multi-clause sentences.	Introduce: prepare short readings to read aloud using appropriate intonation to show understanding with support.	Practise: prepare readings using appropriate intonation to show understanding with support.	Develop: prepare readings using appropriate intonation to show understanding with more independence.	Embed: prepare readings using appropriate intonation to show understanding.
	Consolidate: notice where commas create phrasing within sentences.	Introduce: notice more sophisticated punctuation and use expression, when reading aloud, with support. Cross reference with teaching of parenthesis	Practise: discuss sophisticated punctuation and use expression, when reading aloud, with some support.	Develop: discuss sophisticated punctuation and use expression accordingly with increasing independence.	Embed: discuss sophisticated punctuation and use expression accordingly with increasing independence.