

Year 5 Reading Curriculum

WORD READING:

- 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

SPEAKING AND LISTENING: Pupils should be taught to: listen and respond appropriately to adults and their peers

- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

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
 - ☑ 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

HOOK BOOKS

AUTUMN TERM:

- Journey to the River Sea (4 weeks)
- For Forest – Grace Nichols (1 week)
- Non-chron report – Brazil: A country of contrasts. (1 week)
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- **Black History Link**
- Floella Benjamin – Coming to England (1 week)
- Firework: Cinquains (1 week)
- **Link to Topic**
- Igniting Writing: Planet Marco (2 weeks)
- Apollo 11 (1 week)
- Planet Unknown (1 week)
- Persuasive letter – regarding rainforest destruction

SPRING TERM:

- Street Child (4 weeks)
- Igniting Writing – Jet Safety (1 week)
- Instructional / explanation writing – how to filter dirty water
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- **Link to Topic (5 ½ weeks)**
- Odysseus – CLPE text (short stories) 2.5 weeks
- Greek Life – non-chron writing (1 week)

SUMMER TERM:

- **Link to Topic (5 weeks)**
- **BRITISH MUSEUM**
- **British Museum recount (1 week)**
- Beowulf (2 weeks)
- Life Cycle of a plant (1 week)
- Life cycle of a dragonfly / stick insect / silk worm (1 wk)
- **King Alfred (1 week)**
- **Life cycle of a bird (1 week)**
- Journey to Jo’Burg
- (link with PSHE) – 3 weeks
- Battle of Hastings – newspaper report (1 week)