

## 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 by Eva Ibbotson (5 weeks)
- **Black History Link**
- Coming to England by Floella Benjamin (1 week)
- Destruction of the rainforest – non-chronological reports / Persuasive letter – regarding rainforest destruction
- Journey to Jo’burg (4 weeks) – **Black History Month Link to Topics**
- Planet Unknown (1 week)
- The Great Kapok Tree by Lynne Cherry & For Forest by Grace Nichols (2 weeks)

#### SPRING TERM:

- Beowulf ( 3 weeks)
- Kennings (1 week)
- Anglo-Saxons Non-fiction text selection (1.5 weeks)
- **Link to Topic (5 ½ weeks)**
- Book Week – Real Life Storytellers (1 week)
- The Varmints by Helen Ward (3 weeks)
- Viking Non-fiction book / sags/ Jotun – Literacy Shed (1-2 weeks)

#### SUMMER TERM:

- **Link to Topic ( 5 weeks)**
- Children of the Benin Kingdom by Dinah Orji (3 weeks)
- \* Benn non-fiction texts / British Museum recount ( 1 week)
- Dark Sky Park: Living on the edge of Nature poetry (1 week)
- Lie cycles Non-Fiction text (1 week)
- **Summer 2:** Dark Sky Park: Living on the edge of Nature poetry (1 week)
- Street Child by Berlie Doherty (5 weeks)