

# READING OVERVIEW Year 5 2022 – 2023

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		Learning Objectives		
Term	Key texts POR, whole class novel / guided reading Key	Word Reading	Comprehension (understanding, commenting, discussing, comparing and contrasting), Inference and prediction	Speaking and Listening
Autumn	<p><b>POR</b> The Highway man by Alfred Noyles</p> <p><b>Other texts:</b> Water Tower by Gary Crew</p> <p><b>Whole class guided reading text / novel:</b> The London Eye Mystery by Siobhan Dowd</p> <p><b>WCR:</b> Black history month Bonfire night Remembrance Environment Christmas</p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p><b>Maintain positive attitudes to reading and understanding of what they read by:</b></p> <ul style="list-style-type: none"> <li>• develop positive attitudes to reading and understanding by reading and discussing a wide range of fiction, non-fiction and reference books.</li> <li>• read books that are structured in different ways and reading for a range of purposes</li> <li>• identifying and discussing themes and conventions in and across a wide range of writing</li> <li>• making comparisons within and across books</li> </ul> <p><b>Understand what they read by:</b></p> <ul style="list-style-type: none"> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• distinguish between statements of fact and opinion</li> <li>• retrieve, record and present information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>• maintain attention and participate actively in collaborative conversations, responding to comments;</li> <li>• ask relevant questions to extend their understanding and build vocabulary and knowledge;</li> <li>• listen and respond appropriately to adults and peers;</li> <li>• articulate and justify answers and opinions;</li> <li>• use spoken language to develop understanding through speculating, imagining and exploring ideas;</li> <li>• participate in discussions, presentations, performances and debates;</li> <li>• consider and evaluate different viewpoints, attending to the contributions of others;</li> <li>• select and use appropriate registers for effective communication;</li> <li>• use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama.</li> </ul>

Spring	<p><b>POR:</b> Shackleton's Journey – William Grill</p> <p><b>Other texts:</b> Unforgotten Coat by Frank Cottrell Boyce</p> <p>Clockwork by Phillip Pullman</p> <p><b>Whole class guided reading text / novel:</b> Anglo-Saxon Boy by Tony Bradman</p> <p><b>WCR:</b> New year Super book series Modern v classic stories Mental health / emotions</p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p><b>Maintain positive attitudes to reading and understanding of what they read by:</b></p> <ul style="list-style-type: none"> <li>• read and discuss a wide range of fiction</li> <li>• read books that are structured in different ways</li> <li>• identify and discuss themes and conventions</li> <li>• discuss understanding and explore meaning of words in context</li> </ul> <p><b>Understand what they read by:</b></p> <ul style="list-style-type: none"> <li>• ask questions to improve understanding</li> <li>• draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence</li> <li>• identifying how language, structure and presentation contribute to meaning</li> <li>• discuss and evaluate how authors use language</li> <li>• participate in discussions about books, building on their own and others' ideas and challenging views</li> <li>• explain and discuss their understanding of what they have read</li> </ul>	<ul style="list-style-type: none"> <li>• maintain attention and participate actively in collaborative conversations, responding to comments about the text</li> <li>• ask relevant questions to extend their understanding and build vocabulary and knowledge</li> <li>• listen and respond appropriately to adults and peers</li> <li>• articulate and justify answers and opinions</li> <li>• use spoken language to develop understanding through speculating, imagining and exploring ideas</li> <li>• participate in discussions, presentations, performances and debates</li> <li>• consider and evaluate different viewpoints, attending to the contributions of others</li> <li>• select and use appropriate registers for effective communication</li> <li>• use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama</li> </ul>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Summer</b></p>	<p><b>POR:</b> Streetchild by Berlie Doherty</p> <p><b>Other texts:</b> The Piano by Aiden Gibbons</p> <p><b>Whole class guided reading text / novel:</b></p> <p>Anglo Saxon Boy</p> <p>Silverfin by Charlie Higson</p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p><b>Maintain positive attitudes to reading and understanding of what they read by:</b></p> <ul style="list-style-type: none"> <li>• identifying and discussing themes and conventions in and across a wide range of writing</li> <li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> </ul> <p><b>Understand what they read by:</b></p> <ul style="list-style-type: none"> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• predicting what might happen from details stated and implied</li> <li>• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>• identifying how language, structure and presentation contribute to meaning</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• distinguish between statements of fact and opinion</li> <li>• 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</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• maintain attention and participate actively in collaborative conversations, responding to comments about the text</li> <li>• ask relevant questions to extend their understanding and build vocabulary and knowledge</li> <li>• listen and respond appropriately to adults and peers</li> <li>• articulate and justify answers and opinions</li> <li>• use spoken language to develop understanding through speculating, imagining and exploring ideas</li> <li>• participate in discussions, presentations, performances and debates</li> <li>• consider and evaluate different viewpoints, attending to the contributions of others</li> <li>• select and use appropriate registers for effective communication</li> <li>• use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama</li> </ul>
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