


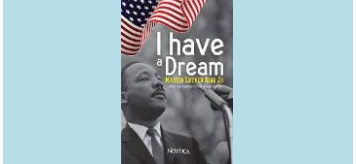


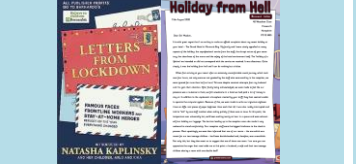





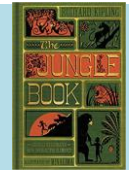











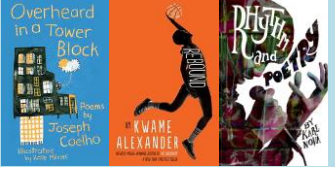

- **Make an accurate inference regarding feelings, thoughts and motives and justify with evidence from more than one point in the text.* e.g. what clues in the text tell us that he wasn't happy? Explain the ropes that the men were using were 'snapped'? Why is space tourism impossible for most people? (WITH MORE THAN ONE EXAMPLE). (1)**
- **Modify predictions in light of new information, giving reasoned evidence from a point in the text to support the change.* (2)**
- **Summarise a text within a given word count, linking the main ideas and points.* (3)**
- **Knows the difference between literal and figurative language (similes, metaphor) and can discuss the effects on imagery time, place and manner).* (4)**
- **Locate and retrieve relevant information from different points in a text, identifying key details, in order to provide answers which, include quotes and references from the text.* (5)**
- Read words with prefixes and suffixes understanding the meaning and the effect they convey on the reader (see appendix 1 e.g. -ible, -able, ably, ibly etc.). (6)
- Explore the meanings of new ambitious vocabulary read in context by using knowledge of etymology (origin), morphology (the root word) or the context of the word (sentence, paragraph, text themes).* (7)
- Recommend books that they have read to their peers, giving reasons for their choices (reasons may be quite broad or general). (8)
- Understand that a narrative often has an underlying theme and can use evidence to suggest what this may be.* (9)
- Using the text as evidence, give similarities and differences between given aspects.* (10)
- Ask relevant questions to gain a deeper understanding of the text.* (11)
- Prepare 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 (e.g. role play). 12)
- Check that the (age related) book makes sense to them, discussing their understanding and exploring the meaning of words in context. (13)
- Have increased familiarity with a wide range of (age related) books, including myths, legends and traditional stories, fiction from our literary heritage, and books from other cultures and traditions. (14)
- Read accurately paying attention to punctuation, particularly commas which clarify meaning and avoid ambiguity. (15)
- Use features and structure of across a range of non-fiction text (contents, index, s-heading, captions, text boxes) effectively to find and record information. Use text marking effectively to organise response.* (16)
- Recognise writer intention by the words the author uses (sarcasm, mockery, irony).* (17)
- Understand the sequence of events and be able to discuss how they are related.* e.g. put these events in order, 1-4 – and discuss how they are related.. (18)
- Read books that are structured in different ways and reads for a range of purposes. (19)
- Distinguish between fact and opinion, with evidence from the text.*. (20)
- Understand that a narrative often has an underlying theme and can use evidence to suggest what this may be.* (21)
- Recognise some features of fiction genres* e.g. science fiction, adventure, mystery (22)
- Explain and discuss their understanding of what they have read, including through presentations and debates, maintaining a focus on the topic and using notes where necessary. (23)
- Begin to provide reasoned justifications for their views. (24)
- Compare and contrast different versions of texts and talk about their differences and similarities. (25)






***These objectives link to the Trust Comprehension Curriculum.**



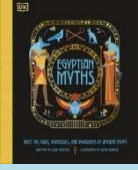




This Reading Long Term Plan contains a variety of core texts and linked texts suitable for Year 5. The texts include rich, high-quality whole novels or extracts from these, picture books, poetry, songs and whole non-fiction texts or extracts from these. Class novels can be selected from the choice of texts available. The specified linked texts are options linked to the specific genres and can be adapted and added to suit the needs of the class or to link to other curriculum areas. There are also additional whole text options for our 'We Love to Read' time which are read to the children. The six core texts that link to our school values must be read over the course of the year. The options of fiction, non-fiction and poetry books can be selected from and added to by the teacher, including re-reading books from previous year groups that the children have enjoyed. Teachers may also select from these texts during our Friday Class Book Vote.








Year 5								
Autumn 1								
Class Novel								
Linked Text								
Genre:	Blog	Informal Persuasive Speech	Formal Persuasive Speech	Narrative with a clear narrative voice	Atmospheric Setting Descriptions	Letters to Recount and Complain	Poems by Significant Poets	Adventure Narrative
Fluency	<p>Read with fluency and accuracy, paying close attention to all taught punctuation.</p> <p>Read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word endings (morphology and etymology).</p> <p>Decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>Read aloud with prosody, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p>							
Text Teaching Focus	Fiction (including Class Novel)		Non Fiction			Poetry		
	<ul style="list-style-type: none"> Understand aspects of narrative structure, e.g. how chapters in a book or paragraphs are linked together. Identify language the writer has chosen for impact and discuss and evaluate the impact on the reader. 		<ul style="list-style-type: none"> Discuss the purpose of note-taking and how this influences the nature of the notes made. Use simple abbreviations in note-taking. Identify techniques, sentence structure and language techniques that support precise and concise presentation of information. 			<ul style="list-style-type: none"> Read a number of poems by significant poets and identify what is distinctive about the style or content of their poems. Explore Iambic Pentameter (a line in verse or poetry that has five strong feet or beats) noting how different lines are constructed, pattern of stressed and unstressed syllables. Explain the effect of lines being constructed in this style. Prepare readings of poetry with appropriate intonation to show understanding. 		
Comprehension	VOCABULARY	IDENTIFY & RETRIEVE	SEQUENCE & SUMMARISE	INFER	PREDICT	CONTENT & STRUCTURE	ENHANCED MEANING	COMPARISON
	Draw on knowledge of vocabulary to understand texts	Identify and explain key aspects of fiction and non-fiction texts such as characters, events, titles and information	Identify and explain the sequence of events in texts	Make inferences from the text	Predict what might happen on the basis of what has been read so far	Understand the features and structures of texts	Understand impact of word choice and language tools	Draw comparisons across a text and between texts
	<ul style="list-style-type: none"> Attempt to explore the meanings of new ambitious vocabulary read in context by using knowledge of etymology (origin), morphology (the root word) or the context of the word (sentence, paragraph, text themes). <i>This is progressive via the texts chosen and vocabulary choices afforded.</i> Recognise writer intention by the words the author uses (sarcasm, mockery, irony). 	<ul style="list-style-type: none"> Use features and structure of across a range of non-fiction text (contents, index, s-heading, captions, text boxes) effectively to find and record information. Use text marking effectively to organise response. Locate and retrieve relevant information from different points in a text, identifying key details, in order to provide answers which, include quotes and references from the text. Distinguish between fact and opinion, with evidence from the text. 	<ul style="list-style-type: none"> Understand the sequence of events and be able to discuss how they are related e.g. put these events in order, 1-4 – and discuss how they are related. Summarise a text within a given word count, linking the main ideas and points e.g. <i>Which sentence best summarises...? Which sentence could you leave out?</i> 	<ul style="list-style-type: none"> Make an accurate inference regarding feelings, thoughts and motives and justify with evidence from more than one point in the text e.g. <i>what clues in the text tell us that he wasn't happy? Explain the ropes that the men were using were 'snapped'? Why is space tourism impossible for most people? (with more than one example)</i> 	<ul style="list-style-type: none"> Modify predictions in light of new information, giving reasoned evidence from a point in the text to support the change. 	<ul style="list-style-type: none"> Understand that a narrative often has an underlying theme and can use evidence to suggest what this may be. Recognise some features of fiction genres e.g. science fiction, adventure, mystery 	<ul style="list-style-type: none"> Knows the difference between literal and figurative language (similes, metaphor) and can discuss the effects on imagery time, place and manner). 	<ul style="list-style-type: none"> Using the text as evidence, give similarities and differences between given aspects.

Year 5								
Autumn 2								
Class Novel								
Linked Text								
Genre:	Non-Chronological report in the form of a magazine	Comparative reports	Classic Novel	Procedural Texts	Poetry with an opinion	Newspaper Report (Tabloid)	Online News Article	
Fluency	<p>Read with fluency and accuracy, paying close attention to all taught punctuation.</p> <p>Read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word endings (morphology and etymology).</p> <p>Decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>Read aloud with prosody, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p>							
Text Teaching Focus	Fiction (including Class Novel)		Non Fiction			Poetry		
	<ul style="list-style-type: none"> Identify the key features of different types of literary text, e.g. stock characters, plot structure and how particular texts conform, develop or undermine the story. Identify and discuss writer technique such as repetition, recap, alliteration, onomatopoeia to create specific effects. 		<ul style="list-style-type: none"> Read and evaluate a range of procedural text in terms of their purposes, organisation and layout, clarity and usefulness. Identify techniques, sentence structure and language techniques that support precise and concise presentation of information. Locate information confidently and efficiently through: using contents pages, indexes, sections and headings, skimming to gain an overall sense of the text, scanning to locate specific information, close reading to aid understanding, text marking and using IT sources. 			<ul style="list-style-type: none"> Discuss a poet's possible viewpoint, explain and justify own response and interpretation. Discuss how poets draw upon observation, memory and imagination. Analyse and compare poetic style, use of forms and the themes of significant poets, response to shades of meaning, explain and justify personal tastes, consider the impact of full rhymes, half rhymes and other sound patterns. 		
Comprehension	VOCABULARY	IDENTIFY & RETRIEVE	SEQUENCE & SUMMARISE	INFER	PREDICT	CONTENT & STRUCTURE	ENHANCED MEANING	COMPARISON
	Draw on knowledge of vocabulary to understand texts	Identify and explain key aspects of fiction and non-fiction texts such as characters, events, titles and information	Identify and explain the sequence of events in texts	Make inferences from the text	Predict what might happen on the basis of what has been read so far	Understand the features and structures of texts	Understand impact of word choice and language tools	Draw comparisons across a text and between texts
	<ul style="list-style-type: none"> Attempt to explore the meanings of new ambitious vocabulary read in context by using knowledge of etymology (origin), morphology (the root word) or the context of the word (sentence, paragraph, text themes). <i>This is progressive via the texts chosen and vocabulary choices afforded.</i> Recognise writer intention by the words the author uses (sarcasm, mockery, irony). 	<ul style="list-style-type: none"> Use features and structure of across a range of non-fiction text (contents, index, s-heading, captions, text boxes) effectively to find and record information. Use text marking effectively to organise response. Locate and retrieve relevant information from different points in a text, identifying key details, in order to provide answers which, include quotes and references from the text. Distinguish between fact and opinion, with evidence from the text. 	<ul style="list-style-type: none"> Understand the sequence of events and be able to discuss how they are related e.g. put these events in order, 1-4 – and discuss how they are related. Summarise a text within a given word count, linking the main ideas and points e.g. <i>Which sentence best summarises...? Which sentence could you leave out?</i> 	<ul style="list-style-type: none"> Make an accurate inference regarding feelings, thoughts and motives and justify with evidence from more than one point in the text e.g. <i>what clues in the text tell us that he wasn't happy? Explain the ropes that the men were using were 'snapped'? Why is space tourism impossible for most people? (with more than one example)</i> 	<ul style="list-style-type: none"> Modify predictions in light of new information, giving reasoned evidence from a point in the text to support the change. 	<ul style="list-style-type: none"> Understand that a narrative often has an underlying theme and can use evidence to suggest what this may be. Recognise some features of fiction genres e.g. science fiction, adventure, mystery 	<ul style="list-style-type: none"> Knows the difference between literal and figurative language (similes, metaphor) and can discuss the effects on imagery time, place and manner). 	<ul style="list-style-type: none"> Using the text as evidence, give similarities and differences between given aspects.

Year 5								
Spring 1								
Class Novel								
Linked Text								
Genre:	Mystery	Reviews	Series of diary entries	Interviews	Contemporary Poetry	Persuasive Adverts and Leaflets		
Fluency	<p>Read with fluency and accuracy, paying close attention to all taught punctuation.</p> <p>Read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word endings (morphology and etymology).</p> <p>Decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>Read aloud with prosody, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p>							
Text Teaching Focus	Fiction (including Class Novel)		Non Fiction			Poetry		
	<ul style="list-style-type: none"> Explore and understand the difference between literal and figurative language, e.g. through discussing the effects of imagery. Analyse how individual paragraphs are structured in writing, e.g. comments sequenced to follow the shifting thoughts of a character, examples listed to justify a point and reiterate to give it force. Analyse the success of texts and writers in evoking particular responses in the reader e.g. where suspense is well-built. 		<ul style="list-style-type: none"> Evaluate texts critically by comparing how different sources treat the same information. Comment critically on the success of examples of non-fiction such as reviews, reports and leaflets. 			<ul style="list-style-type: none"> Recognise themes in the poems such as love, loss or heroism. Identify how language, structure and presentation contribute to meaning of poems. Explain the use of unusual or surprising language choices and effects such as onomatopoeia and comment on how they influence meaning. Prepare poems to read aloud and to perform, showing an understanding through intonation, tone and volume so that the meaning is clear to an audience. 		
Comprehension	VOCABULARY	IDENTIFY & RETRIEVE	SEQUENCE & SUMMARISE	INFER	PREDICT	CONTENT & STRUCTURE	ENHANCED MEANING	COMPARISON
	Draw on knowledge of vocabulary to understand texts	Identify and explain key aspects of fiction and non-fiction texts such as characters, events, titles and information	Identify and explain the sequence of events in texts	Make inferences from the text	Predict what might happen on the basis of what has been read so far	Understand the features and structures of texts	Understand impact of word choice and language tools	Draw comparisons across a text and between texts
	<ul style="list-style-type: none"> Attempt to explore the meanings of new ambitious vocabulary read in context by using knowledge of etymology (origin), morphology (the root word) or the context of the word (sentence, paragraph, text themes). <i>This is progressive via the texts chosen and vocabulary choices afforded.</i> Recognise writer intention by the words the author uses (sarcasm, mockery, irony). 	<ul style="list-style-type: none"> Use features and structure of across a range of non-fiction text (contents, index, s-heading, captions, text boxes) effectively to find and record information. Use text marking effectively to organise response. Locate and retrieve relevant information from different points in a text, identifying key details, in order to provide answers which, include quotes and references from the text. Distinguish between fact and opinion, with evidence from the text. 	<ul style="list-style-type: none"> Understand the sequence of events and be able to discuss how they are related e.g. put these events in order, 1-4 – and discuss how they are related. Summarise a text within a given word count, linking the main ideas and points e.g. <i>Which sentence best summarises...? Which sentence could you leave out?</i> 	<ul style="list-style-type: none"> Make an accurate inference regarding feelings, thoughts and motives and justify with evidence from more than one point in the text e.g. <i>what clues in the text tell us that he wasn't happy? Explain the ropes that the men were using were 'snapped'? Why is space tourism impossible for most people? (with more than one example)</i> 	<ul style="list-style-type: none"> Modify predictions in light of new information, giving reasoned evidence from a point in the text to support the change. 	<ul style="list-style-type: none"> Understand that a narrative often has an underlying theme and can use evidence to suggest what this may be. Recognise some features of fiction genres e.g. science fiction, adventure, mystery 	<ul style="list-style-type: none"> Knows the difference between literal and figurative language (similes, metaphor) and can discuss the effects on imagery time, place and manner). 	<ul style="list-style-type: none"> Using the text as evidence, give similarities and differences between given aspects.

Year 5								
Spring 2								
Class Novel								
Linked Text				<p>The Sea by James Reeve The Sun by Wes Magee Don't Be Scared by Carol Ann Duffy Snow and Snow by Ted Hughes The Night Will Never Stay by Eleanor Farjeon</p>				
Genre:	Explanation Texts	Historical Fiction	Classic Novel	Poetry with Figurative Language	Biographies			
Fluency	<p>Read with fluency and accuracy, paying close attention to all taught punctuation. Read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word endings (morphology and etymology). Decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. Read aloud with prosody, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p>							
Text Teaching Focus	Fiction (including Class Novel)		Non Fiction			Poetry		
	<ul style="list-style-type: none"> Articulate personal responses to literature, identifying why and how a text affects the reader. Examine the character relationships with evidence to support views. Know how authors handle time: flashbacks within a story, dreams, how the time is generally conveyed to the reader. 		<ul style="list-style-type: none"> Secure the skills of skimming, scanning and efficient reading so that research is fast and effective. Read a range of explanatory texts, investigating and noting features of impersonal style, e.g. complex sentences, use of passive voice, technical vocabulary, use of words/phrases to make sequential causal and logical connections, e.g. while, during, after. 			<ul style="list-style-type: none"> Explore and explain imagery including metaphor and personification. Discuss and evaluate how poets use language, including figurative, considering the impact on the reader. 		
Comprehension	VOCABULARY	IDENTIFY & RETRIEVE	SEQUENCE & SUMMARISE	INFER	PREDICT	CONTENT & STRUCTURE	ENHANCED MEANING	COMPARISON
	Draw on knowledge of vocabulary to understand texts	Identify and explain key aspects of fiction and non-fiction texts such as characters, events, titles and information	Identify and explain the sequence of events in texts	Make inferences from the text	Predict what might happen on the basis of what has been read so far	Understand the features and structures of texts	Understand impact of word choice and language tools	Draw comparisons across a text and between texts
	<ul style="list-style-type: none"> Attempt to explore the meanings of new ambitious vocabulary read in context by using knowledge of etymology (origin), morphology (the root word) or the context of the word (sentence, paragraph, text themes). <i>This is progressive via the texts chosen and vocabulary choices afforded.</i> Recognise writer intention by the words the author uses (sarcasm, mockery, irony). 	<ul style="list-style-type: none"> Use features and structure of across a range of non-fiction text (contents, index, s-heading, captions, text boxes) effectively to find and record information. Use text marking effectively to organise response. Locate and retrieve relevant information from different points in a text, identifying key details, in order to provide answers which, include quotes and references from the text. Distinguish between fact and opinion, with evidence from the text. 	<ul style="list-style-type: none"> Understand the sequence of events and be able to discuss how they are related e.g. put these events in order, 1-4 – and discuss how they are related. Summarise a text within a given word count, linking the main ideas and points e.g. <i>Which sentence best summarises...? Which sentence could you leave out?</i> 	<ul style="list-style-type: none"> Make an accurate inference regarding feelings, thoughts and motives and justify with evidence from more than one point in the text e.g. <i>what clues in the text tell us that he wasn't happy? Explain the ropes that the men were using were 'snapped'? Why is space tourism impossible for most people? (with more than one example)</i> 	<ul style="list-style-type: none"> Modify predictions in light of new information, giving reasoned evidence from a point in the text to support the change. 	<ul style="list-style-type: none"> Understand that a narrative often has an underlying theme and can use evidence to suggest what this may be. Recognise some features of fiction genres e.g. science fiction, adventure, mystery 	<ul style="list-style-type: none"> Knows the difference between literal and figurative language (similes, metaphor) and can discuss the effects on imagery time, place and manner). 	<ul style="list-style-type: none"> Using the text as evidence, give similarities and differences between given aspects.

Year 5								
Summer 1								
Class Novel								
Linked Text				The Way Through the Woods by Rudyard Kipling The Hill We Climb by Amanda Gorman 				
Genre:	Explanation Texts	Myth	Flashback Narrative	Emotive Poetry	Discussion Texts (articles)	Scripts (podcast, television)		
Fluency	<p>Read with fluency and accuracy, paying close attention to all taught punctuation.</p> <p>Read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word endings (morphology and etymology).</p> <p>Decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>Read aloud with prosody, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p>							
Text Teaching Focus	Fiction (including Class Novel)		Non Fiction			Poetry		
	<ul style="list-style-type: none"> Know how authors handle time: flashbacks within a story, dreams, how the time is generally conveyed to the reader. Distinguish between the author and the narrator, investigating narrative viewpoint and the treatment of different characters, e.g. minor characters, heroes, villains and the perspectives on the action from the other characters. 		<ul style="list-style-type: none"> Read a range of explanatory texts, investigating and noting features of impersonal style, e.g. complex sentences, use of passive voice, technical vocabulary, use of words/phrases to make sequential causal and logical connections, e.g. while, during, after Read, compare and evaluate examples of arguments and discussions, e.g. letters to press, articles, discussion of issues e.g. animal welfare. Note how arguments are presented, e.g. ordering points to link them together so that one follows from another, how statistics and graphs can be used to support arguments 			<ul style="list-style-type: none"> Recognise themes in the poems such as love, loss or heroism. Explore emotive poems noting techniques used to create an impact to the reader. Explore how precise word choice evokes more than is described. Comment critically on the overall impact of the poem, showing how language and themes have been developed. 		
Comprehension	VOCABULARY	IDENTIFY & RETRIEVE	SEQUENCE & SUMMARISE	INFER	PREDICT	CONTENT & STRUCTURE	ENHANCED MEANING	COMPARISON
	Draw on knowledge of vocabulary to understand texts	Identify and explain key aspects of fiction and non-fiction texts such as characters, events, titles and information	Identify and explain the sequence of events in texts	Make inferences from the text	Predict what might happen on the basis of what has been read so far	Understand the features and structures of texts	Understand impact of word choice and language tools	Draw comparisons across a text and between texts
	<ul style="list-style-type: none"> Attempt to explore the meanings of new ambitious vocabulary read in context by using knowledge of etymology (origin), morphology (the root word) or the context of the word (sentence, paragraph, text themes). <i>This is progressive via the texts chosen and vocabulary choices afforded.</i> Recognise writer intention by the words the author uses (sarcasm, mockery, irony). 	<ul style="list-style-type: none"> Use features and structure of across a range of non-fiction text (contents, index, s-heading, captions, text boxes) effectively to find and record information. Use text marking effectively to organise response. Locate and retrieve relevant information from different points in a text, identifying key details, in order to provide answers which, include quotes and references from the text. Distinguish between fact and opinion, with evidence from the text. 	<ul style="list-style-type: none"> Understand the sequence of events and be able to discuss how they are related e.g. put these events in order, 1-4 – and discuss how they are related. Summarise a text within a given word count, linking the main ideas and points e.g. <i>Which sentence best summarises...? Which sentence could you leave out?</i> 	<ul style="list-style-type: none"> Make an accurate inference regarding feelings, thoughts and motives and justify with evidence from more than one point in the text e.g. <i>what clues in the text tell us that he wasn't happy? Explain the ropes that the men were using were 'snapped'? Why is space tourism impossible for most people? (with more than one example)</i> 	<ul style="list-style-type: none"> Modify predictions in light of new information, giving reasoned evidence from a point in the text to support the change. 	<ul style="list-style-type: none"> Understand that a narrative often has an underlying theme and can use evidence to suggest what this may be. Recognise some features of fiction genres e.g. science fiction, adventure, mystery 	<ul style="list-style-type: none"> Knows the difference between literal and figurative language (similes, metaphor) and can discuss the effects on imagery time, place and manner). 	<ul style="list-style-type: none"> Using the text as evidence, give similarities and differences between given aspects.

Year 5								
Summer 2								
Class Novel								
Linked Text								
Genre:	Parallel Narrators	Song	Information Texts	Linked Poems	Classic Novel	Graphic Novel		
Fluency	<p>Read with fluency and accuracy, paying close attention to all taught punctuation.</p> <p>Read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word endings (morphology and etymology).</p> <p>Decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>Read aloud with prosody, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p>							
Text Teaching Focus	Fiction (including Class Novel)		Non Fiction			Poetry		
	<ul style="list-style-type: none"> Identify writer techniques for creating an impact on the reader. Investigate how characters are presented, referring to the text through dialogue, action and description and discuss how the reader responds to them i.e. are they victims, heroes etc. Distinguish between the author and the narrator, investigating narrative viewpoint and the treatment of different characters, e.g. minor characters, heroes, villains and the perspectives on the action from the other characters. 		<ul style="list-style-type: none"> Retrieve, record and present information from non-fiction following own lines of enquiry. 			<ul style="list-style-type: none"> Discuss how linked poems relate to one another by themes, format, repetition, e.g. cycle of poems about the seasons. 		
Comprehension	VOCABULARY	IDENTIFY & RETRIEVE	SEQUENCE & SUMMARISE	INFER	PREDICT	CONTENT & STRUCTURE	ENHANCED MEANING	COMPARISON
	Draw on knowledge of vocabulary to understand texts	Identify and explain key aspects of fiction and non-fiction texts such as characters, events, titles and information	Identify and explain the sequence of events in texts	Make inferences from the text	Predict what might happen on the basis of what has been read so far	Understand the features and structures of texts	Understand impact of word choice and language tools	Draw comparisons across a text and between texts
	<ul style="list-style-type: none"> Attempt to explore the meanings of new ambitious vocabulary read in context by using knowledge of etymology (origin), morphology (the root word) or the context of the word (sentence, paragraph, text themes). <i>This is progressive via the texts chosen and vocabulary choices afforded.</i> Recognise writer intention by the words the author uses (sarcasm, mockery, irony). 	<ul style="list-style-type: none"> Use features and structure of across a range of non-fiction text (contents, index, s-heading, captions, text boxes) effectively to find and record information. Use text marking effectively to organise response. Locate and retrieve relevant information from different points in a text, identifying key details, in order to provide answers which, include quotes and references from the text. Distinguish between fact and opinion, with evidence from the text. 	<ul style="list-style-type: none"> Understand the sequence of events and be able to discuss how they are related e.g. put these events in order, 1-4 – and discuss how they are related. Summarise a text within a given word count, linking the main ideas and points e.g. <i>Which sentence best summarises...? Which sentence could you leave out?</i> 	<ul style="list-style-type: none"> Make an accurate inference regarding feelings, thoughts and motives and justify with evidence from more than one point in the text e.g. <i>what clues in the text tell us that he wasn't happy? Explain the ropes that the men were using were 'snapped'? Why is space tourism impossible for most people? (with more than one example)</i> 	<ul style="list-style-type: none"> Modify predictions in light of new information, giving reasoned evidence from a point in the text to support the change. 	<ul style="list-style-type: none"> Understand that a narrative often has an underlying theme and can use evidence to suggest what this may be. Recognise some features of fiction genres e.g. science fiction, adventure, mystery 	<ul style="list-style-type: none"> Knows the difference between literal and figurative language (similes, metaphor) and can discuss the effects on imagery time, place and manner). 	<ul style="list-style-type: none"> Using the text as evidence, give similarities and differences between given aspects.

Year 5

We Love To Read Time
Class Book Choices

Values Texts	<p>Kindness</p> 	<p>Respect</p> 	<p>Resilience</p> 	<p>Fairness</p> 	<p>Teamwork</p> 	<p>Ambition</p> 
Fiction						
Non-Fiction						
Poetry Spine	<p>Autumn 1</p>  <p>The Witches' Spell by William Shakespeare</p>	<p>Autumn 2</p>  <p>Silver by Walter de la Mare</p>	<p>Spring 1</p>  <p>Sky in the Pie by Roger McGough</p>	<p>Spring 2</p>  <p>The Sea by James Reeves</p>	<p>Summer 1</p>  <p>Daffodils by William Shakespeare</p>	<p>Summer 2</p>  <p>The Way through the Woods by Rudyard Kipling</p>
Other Poetry						