



Year 5 Reading Overview

		Our community		Our World		Our Impact	
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y e a r 5	Topic	Saxon Raiders	Awesome Alps	Viking Warriors	Guardians of the Gorge	Mysteries of the Maya	Rainforest Rescue
	Core text	The House with Chicken Legs (class reader) Embarked (Lit Shed video)	Lights on cotton rock (class reader) Pandora (Lit Shed video)	Beowulf - the sea hag - Micheal Morpurgo (class reader) Viking Boy	Cogheart (class reader)	Cogheart (class reader) Journey to the river sea - extracts only	Floodland - Marcus Sedgwick (class reader) The Promise - Nicola Davies
	Model Texts	Diary entry of Jimmy Estate agents leaflets for houses (country and town)	Narrative - comic strip Non chron report	Biographical writing Hero myth Narrative	Newspaper report - Zeppelin Explanation text	Narrative Interview	Persuasive speeches Persuasion Eyewitness statement regarding the robbery (The Promise)
	Applying phonics	I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. I read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.					
	Reading for Pleasure : Comprehension	I understand that there will be unfamiliar words in the texts I read. I use dictionaries to check or find the meaning of unfamiliar words. I ask questions to improve my understanding. I re-read to check that the text is meaningful. I draw inferences such as inferring characters' feelings, thoughts and motives from their actions at different points in the text.		I use meaning-seeking strategies to explore the meaning of words in context. I understand that inferences can be drawn from different parts of the text. I justify inferences with evidence from the text. I make predictions from evidence found and implied. I summarise the main ideas drawn from a text.		I use meaning - seeking strategies to explore the meaning of idiomatic and figurative language. I understand that inferences can be made by reading between and beyond the lines. I know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react. I explain how the context of a text reflects the reaction of the audience it was written for.	



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	Reading for Pleasure : Justification of views	I give a personal point of view about a text. I explain the reasons for my viewpoint, using evidence from the text. I listen to others' ideas and opinions about a text. I make connections between other similar texts, prior knowledge and experience. I explain why there are connections, using evidence. I compare books with similar themes.	I build on others' ideas and opinions about a text in discussion. I question others' ideas about a text. I compare different versions of texts. I explain the similarities and differences between different versions of texts. I explain how books written in different contexts can have similar themes.	I evaluate the effectiveness of different versions of texts.
	Reading for Pleasure : Positive attitude	I know that there is a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts. I know that these are structured in different ways. I know that non-fiction texts are structured to guide the reader to information. I can explain how the structure guides the reader to find specific information. I find words and language that are used for effect. I can explain how the words and language create a precise effect.	I discuss and explain how and why different books have different structures. I can explain why I enjoyed a book or poem and who might also enjoy it. I evaluate the usefulness of a non-fiction book to research questions raised. I understand that a writer moves events forward through a balance of dialogue, action and description. I record effective words and language from reading to use in my own writing.	I can explore how dialogue is used to develop character. I can explore how actions are added to dialogue to move events forward I understand that writers use language for precise effect. I understand that this may include precise nouns, precisely chosen adjectives, well developed noun phrases, similes, metaphors, personification etc. I understand that a writer uses different sentence structures and techniques to create effects. I can explore the structures and techniques used. For example, short sentences, rhetorical questions, ellipsis, flashbacks. I can record examples of effective techniques and structures from reading to use in my writing.
	Retrieving information from the text	I identify key information from my text. I summarise key information in sentences. I find key information from different parts of the text. I understand the difference between fact and opinion. I find examples of fact and opinion in texts and explain why one is fact and the other opinion.	I use skimming and scanning to find the information I need. I make notes on the information I need. I organise my notes and present information. I summarise key information from different parts of the text. I present an oral overview or summary of a text. I understand that a narrative can be told from different points of view - narrator, character. I identify the point of view in a narrative. I understand that the writer may have a viewpoint.	I explore how events are viewed from another perspective. I explain the writer's viewpoint with evidence from the text. I identify the writer's viewpoint, for example, how different characters are presented.