

| Year 5 | | | | | | |
|--------------|--|--|---|---|--|---|
| Key Texts | | | | | | |
| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| Book Spine |  <p>VI SPY by Maz Evans</p> |  <p>Just Like Me: by Louise Gooding</p> |  <p>The girl who stole an elephant by Nizrana Farook</p> |  <p>The Boy at the Back of the Class by Onjali Q. Rauf</p> |  <p>Kensuke's Kingdom by Michael Morpurgo</p> |  <p>A Bear Called Paddington by Michael Bond</p> |
| Poetry Spine | How the tortoise got its shell by Judith Nicholls | Pegasus by Eleanor Farjeon (1881-1965) | Gran can you rap? by Jack Ousbey | The walrus and the carpenter by Lewis Carroll (1871) | Caralyn Wells 1899 | Who am I? by Richard Caley |

National curriculum

Reading - word reading Pupils should be taught to:

- 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

Reading - comprehension

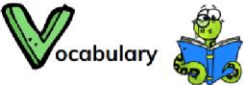

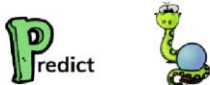



Pupils should be taught to:

- maintain positive attitudes to reading and an 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 1 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

VIPERS is an acronym we use to aid the recall of the 6 reading domains. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.

|  ocabulary |  nfer |  redict |  xplain |  etrieve |  ummarise |
|--|---|--|--|--|---|
| Give/explain the meaning of words in context | Make inference from the text/ explain and justify using evidence from the text | Predict what might happen from the details stated and implied. | Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text | Retrieve and record key information/key details from fiction and non-fiction | Summarise main ideas from more than one paragraph |

