

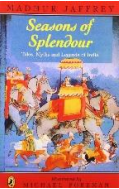
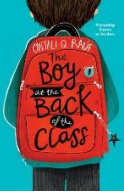
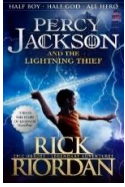
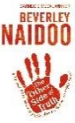


Reading			Year 5		
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
 <p>Street Child:</p>	 <p>Cosmic:</p>	 <p>Seasons of Splendour:</p>	 <p>The Boy at the back of the Class:</p>	 <p>Percy Jackson and the Lightning Thief:</p>	 <p>The Other Side of Truth:</p>
<p>English lessons:</p> <p>Within the Year 5 curriculum, reading and writing are integrated so that children read texts and develop reading strategies which enable them to:</p> <ul style="list-style-type: none"> • Develop background knowledge linked to a context • Extend and immerse the children in subject specific vocabulary • Provide a purpose and meaning for writing <p>This is achieved through the teaching of reading objectives across a year, which are differentiated through teaching texts which become progressively more difficult as children move throughout their school journey.</p> <p>Word reading: LI: To apply growing knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words.</p> <p>Comprehension: Developing positive attitudes to reading and understanding of what they read by: LI: To continue to read a wide range of texts and discuss their content and structure. LI: To read a range of books that are structured in different ways. LI: To read for a range of purposes. LI: To increase familiarity with a wide range of books – myths and legends, traditional stories, modern fiction, fiction from our literary heritage, books from other cultures. LI: To recommend books they have read to their peers. LI: To identify and discuss themes and conventions in core texts. LI: To make comparisons within books. LI: To continue to build their range of poetry by heart. LI: To prepare poems to read aloud and perform using volume, tone and intonation to show understanding and clear meaning to the listener.</p> <p>Understand what they read, in books they can read independently, by:</p>					



Individually Strong, Collectively Stronger!



- LI: To discuss their understanding of a book to check for sense and meaning.
- LI: To explore the meaning of words in context.
- LI: To ask questions about plot, character and context to improve their understanding.
- LI: To infer character's thoughts, feelings and motives from their actions within a text.
- LI: To gather supporting evidence to justify inferences.
- LI: To make predictions using details stated and implied in a text.
- LI: To summarise ideas within chapters of a text, identifying the main plot points.
- LI: To identify how language choice can develop meaning within a text.
- LI: To identify how structure and presentation contributes to meaning within a text.
- LI: To discuss how authors use language to impact the reader.
- LI: To begin to develop their own use of language as a writer considering the impact on the reader.
- LI: To identify facts and opinions within a text.
- LI: To retrieve, record and present information from a non-fiction text.
- LI: To participate in book discussions building on their own and others' ideas.
- LI: To explain and discuss what they have read through presentations and debates.
- LI: To provide reasoned justifications for their views.