

Year Five

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| Decoding & Word Reading (>2000 words) | <p>No direct teaching of word-reading skills is required for most pupils, however pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme (Little Wandle, 'Rapid Catch-Up') so that they catch up rapidly with their peers in terms of their decoding. This will be additional to them following the Upper Key Stage 2 programme of study, as detailed below.</p> <p>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</p> <p>Read further exception words noticing the unusual correspondence between spelling and sound and where these occur in the word.</p> <p>Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p> <p>Apply growing knowledge of etymology and morphology, both to read aloud and to understand the meaning of new words.</p> <p>Listening to books and other writing that they have not come across before.</p> <p>Hearing and learning new vocabulary and grammatical structures and having a chance to discuss language.</p> | | | | | |
| | <p>A Year Five reader will engage in reading by:</p> <ul style="list-style-type: none"> • Applying their growing knowledge of root words, prefixes and suffixes (morphology and etymology) to work out any unfamiliar words. • Reading some of the exception words (Y5-6 list and similar). • Focussing attention to new vocabulary, both its meaning and correct pronunciation. • Being exposed to a rich and varied reading diet. | | | | | |
| Fluency & Phrasing (150 wpm)* <small>*Reading speeds are approximate guides to average words per minute</small> | Read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity. | | Sight-read all Y3-4 common exception words and some Y5-6 words (and similar) with automaticity. | | Read aloud a wider range of age-appropriate poetry and other texts with accuracy and at a reasonable speaking pace. | |

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| <p>and pace of reading is only one indicator of fluency.</p> | <p>Notice more sophisticated punctuation e.g. use of parenthesis, and use expression accordingly.</p> | | <p>Read silently and then discuss what they have read.</p> | | <p>Prepare readings using appropriate intonation to show their understanding.</p> | |
| <p style="text-align: center;">Literal Understanding & Retrieval*</p> <p><i>*See Appendix One 'Understanding Retrieval' for further guidance on how to teach skills to support successful retrieval.</i></p> | <p>Identify key information from a text.</p> <p>Summarise key information in sentences.</p> <p>Find key information from different parts of the text.</p> | <p>Understand the difference between fact and opinion.</p> <p>Find examples of fact and opinion in texts and explain why one is fact and the other opinion.</p> | <p>Use skimming and scanning to find the information needed.</p> <p>Make notes on the information needed.</p> <p>Organise notes and present information from a text.</p> <p>Summarise key information from different parts of a text.</p> <p>Present an oral overview or summary of a text.</p> | <p>Understand that a narrative can be told from different points of view – narrator, character etc.</p> <p>Identify the point of view in a narrative.</p> <p>Understand that the writer may have a viewpoint.</p> | <p>Explain the writer's viewpoint with evidence from the text.</p> <p>Identify the writer's viewpoint, for example how different characters are presented.</p> | <p>Explore how events are viewed from another perspective.</p> |
| | <p>A Year Five reader will learn to:</p> <ul style="list-style-type: none"> • Discuss their understanding and explore the meaning of words in context; • Ask questions which develop their understanding; • Retrieve key details and begin to find quotations from a whole text; • Locate the author or poet's viewpoint, either where it is explicitly stated, or when it can be retrieved through using similar words and phrases; • Understand some challenging vocabulary and its meaning within context, sometimes supported by using a dictionary or | | | | | |

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| | thesaurus. | | | | | |
| <p>Response To Text*</p> <p>*Response to text is an important element in the pupil's repertoire of reading skills. It is less about comprehension of the words on the page, and more about the pupil's reactions and responses to the text and author. This involves the more discursive aspects of reading, when we join together with others and discuss texts. We are asking the reader to have a viewpoint and express an opinion.</p> | <p>Explain how the structure of a text guides the reader to find specific information.</p> <p>Find words and language that are used for effect.</p> <p>Ask questions to improve understanding any re-read to check that the text is meaningful.</p> <p>Give a personal point of view about a text.</p> <p>Listen to others' ideas and opinions about a text.</p> | <p>Explain how the words and language create a precise effect.</p> <p>Explain the reasons for a point of view using evidence from the text.</p> <p>Make connections between similar texts, prior knowledge and experience and explain these connections using evidence.</p> <p>Compare books with similar themes.</p> | <p>Discuss and explain how and why different texts have different structures.</p> <p>Explain why they enjoyed a book or poem and who might also enjoy it.</p> <p>Record effective words and language from reading to use in my own writing.</p> <p>Build on others' ideas and opinions about a text in discussion.</p> <p>Compare different versions of texts.</p> | <p>Evaluate the usefulness of a non-fiction book to research questions raised.</p> <p>Understand that a writer moves events forward through a balance of dialogue, action and description.</p> <p>Question other's ideas about a text.</p> <p>Explain the similarities and differences between different versions of texts.</p> | <p>Explore how dialogue is used to develop characters.</p> <p>Explore how actions are added to dialogue to move events forward.</p> <p>Understand that writers use language for precise effect; this may include precise nouns, precisely chosen adjectives, well developed noun phrases, similes, metaphors, personification etc.</p> <p>Explain how books written in different contexts can have similar themes.</p> | <p>Explore the sentence structures and techniques writers use to create effects, e.g. short sentences, rhetorical questions, ellipsis, flashbacks.</p> <p>Record examples of effective techniques and sentence structures from reading to use in their writing.</p> <p>Evaluate the effectiveness of different versions of texts.</p> |
| | <p>A Year Five reader will maintain positive attitudes towards reading and understanding of what they have read by:</p> <ul style="list-style-type: none"> Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books; Participating in discussions about both books that are read to them and those that they can read for themselves, building on their own and others' ideas and challenging view courteously; | | | | | |

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| | <ul style="list-style-type: none"> 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; Making comparisons - during supported discussion - within and across texts; Distinguishing between fact and opinion with guidance; Discussing and evaluating how authors use language, considering the impact on the reader; Beginning to understand figurative language e.g. metaphor, personification. | | | | | |
| <p>Inferential Reading Skills</p> <p><i>*See Appendix Two 'Progression Of Inferential Reading' for further guidance.</i></p> | <p>Summarise the main ideas drawn from a text.</p> | <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions at different points in the text.</p> | <p>Understand that inferences can be drawn from different parts of the text.</p> <p>Make predictions from evidence found and implied.</p> | <p>Justify inferences with evidence from the text.</p> | <p>Understand that inferences can be made by reading between and beyond the lines.</p> <p>Know that the context in which the text was written can affect it. For example, a classical text reflects how an audience of that time would react.</p> | <p>Explain how the context reflects the reactions of the audience it was written for.</p> |
| | <p>A Year Five reader will develop their inference skills by:</p> <ul style="list-style-type: none"> Drawing inferences independently, often justifying with evidence from the text; Making predictions from implied details, both before and after events; Identifying and discussing themes across a wide range of texts (fiction, non-fiction and poetry); Summarising main ideas from the text; Making comparisons within and across texts, using reference points; Discussing and exploring the precise meaning of words and phrases in context. | | | | | |

| Stimuli <small>*See Appendix Three: Text Map for other linked texts.</small> | <u>Dynamic Dynasties (History)</u> <u>Linked text:</u> Bronze and Sunflower | <u>Sow, Grow and Farm (Geography)</u> <u>Linked text:</u> The Secret Garden | <u>Groundbreaking Greeks</u> <u>Linked text:</u> Who Let The Gods Out? |
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| Vocabulary | <ul style="list-style-type: none"> • letter • word • sentence • root word • prefix • suffix • analogy • etymology • morphology • pronunciation • homophone • vocabulary | | |