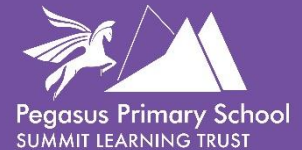


Year 5

NC Fluency Skills:

- 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



NC Comprehension Skills:

Maintain positive attitudes to reading and 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:

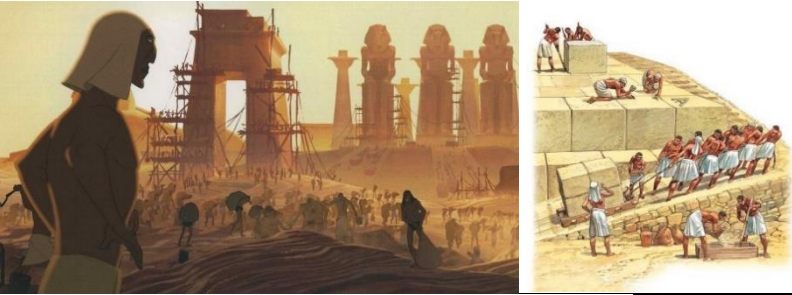
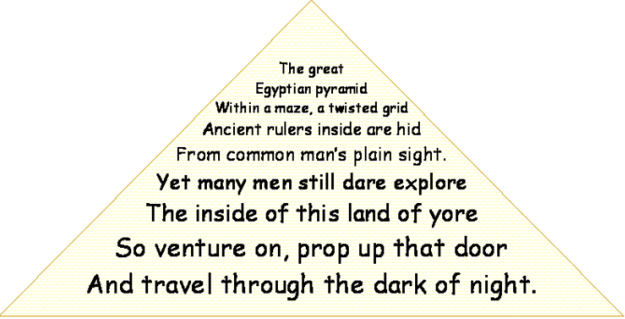
- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - Asking questions to improve their understanding
 - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - Predicting what might happen from details stated and implied
 - Summarising the main ideas drawn from more than one 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.


NC Non-Statutory Guidance:


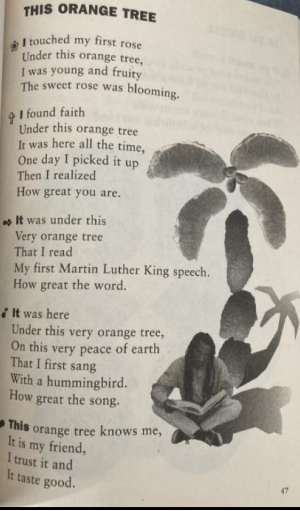
- At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so.
- Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension.
- When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.
- Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves.
- The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex writing.
- Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text.
- They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies.
- Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect.
- In using reference books, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information.
- The skills of information retrieval that are taught should be applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review. Teachers should consider making use of any library services and expertise to support this.
- Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions.
- Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.


Term: Autumn 1	Project title: Rainforest Explorers	Number of weeks: 8
Fiction Texts:	The Explorer – Katherine Rundell The Jungle Book – Rudyard Kipling Lost in the Amazon – Tod Olsen The Great Kapopok Tree – Lynne Cherry Where the Rainforest Meets the Sea – Jeannie Baker Journey to the River Sea – Eva Ibbotson Hacker- Malorie Blackman	
Non-fiction Texts:	Non-fiction texts about The Amazon, Jungles and/or Rainforests including animals. DK Eyewitness Books: The Amazon – DK Rainforests (The Where on Earth?) – Susie Brooks 100 Facts Rainforests – Camilla De La Bedoyere Eco Baby: Rainforests – Lorna Freytag Amazon (DK Eyewitness) – DK The Atlas of The Amazon – M.Goulding	
Visual Literacy:	Rainforest: https://www.youtube.com/watch?v=7NX8-gMAoAU Deforestation: https://www.youtube.com/watch?v=nUstYj4o2VQ	
Poetry	Rainforest Poems: https://www.poemhunter.com/poems/rainforest/page-1/39715436/ Deforestation Poems: https://www.poemhunter.com/poems/deforestation/ Child of The Rainforest Sonnet: On Deforestation – Dr. A Celestine Raj Manohar	

Term: Autumn 2	Project title: Pharaohs	Number of weeks: 7
Fiction Texts:	Clockwork- Philip Pullman The Phoenix Code (Secrets of the Tombs) – Helen Moss	
Non-fiction Texts:	Non-fiction texts about The Egyptians Horrible Histories: Awesome Egyptians – Terry Deary Ancient Egypt (Eyewitness) – DK Mummies and Pyramids – Sam Taplin Ancient Egypt: Tales of Gods and Pharaohs – Marcia Williams Stories for Ancient Egypt – Joyce A Tyldesley and Julian Heath Ancient Egyptians (Explore) – Jane Bingham	
Visual Literacy:	Tadeo Jones: https://www.youtube.com/watch?v=hBp0Cvj-KoE&t=22s Pyramid Construction: https://www.youtube.com/watch?v=pOznETH5nGY The Prince of Egypt – Building Pyramids: 	
Poetry:	<p style="text-align: center;">THE PYRAMID</p> <div style="text-align: center;">  <p>The great Egyptian pyramid Within a maze, a twisted grid Ancient rulers inside are hid From common man's plain sight. Yet many men still dare explore The inside of this land of yore So venture on, prop up that door And travel through the dark of night.</p> </div>	

Term: Spring 1	Project title: Stargazers	Number of weeks: 6
Fiction Texts:	Curiosity – The Story of a Mars Rover: Markus Motum Cosmic – Frank Cottrell-Boyce Counting On Katherine – Helaine Becker	
Non-fiction Texts:	Non-fiction texts about Space, The Solar System, Astronomy and Space Travel Solar System: Fascinating Facts – Collins The Usborne Official Astronaut’s Handbook – Louie Stowell Astronomy (Usborne Discover) – Rachel Firth Neil Armstrong and Travelling to the Moon – Ben Hubbard Why is There Life on Earth? – Andrew Solway Knowledge Encyclopaedia: Space! – DK	
Visual Literacy:	Astronaut Wizard: https://www.onceuponapicture.co.uk/portfolio_page/astronaut-wizard/ Special: https://www.onceuponapicture.co.uk/portfolio_page/special/ Rocket Science: https://www.onceuponapicture.co.uk/portfolio_page/rocket-science/	
		
Poetry:	Space Poems: http://www.rainydaypoems.com/poems-for-kids/space-poems Stars – Bronte Sisters: http://www.rainydaypoems.com/poems-for-kids/space-poems/stars-bronte-sisters	
Term: Spring 2	Project title: Peasants, Princes and Pestilence	Number of weeks: 6

Fiction Texts:	<p>Fire, Bed and Bone – Henrietta Branford Plague – Tony Bradman Ring of Roses – Mary Hooper Boy in the Tower – Polly Ho-Yen</p>
Non-fiction Texts:	<p>Non-fiction texts about Plague, Disease and The Middle Ages. Deadly Diseases and Curious Curses – Anna Claybourne Palaces, Peasants and Plagues: England in the 14th Century – Richard Platt Knights and Castles (The Usborne Time Traveller) – Judy Hindley Knight (DK Eyewitness) – DK Avoid Being in a Medieval Castle! – Jacqueline Morley</p>
Visual Literacy:	 <p>The visual literacy section contains three images. The first image on the left shows a plague doctor in a black robe and a long, beak-like mask, holding a staff, standing in a dark, atmospheric setting with glowing, circular patterns in the background. The middle image is a circular graphic showing a modern scientist in a blue protective suit and mask on the left, and a plague doctor in a black robe and beak mask on the right, illustrating the connection between modern medicine and historical plague prevention. The third image on the right shows a plague doctor in a black robe and beak mask, wearing a white ruff collar and a black top hat, working with various alchemical apparatuses, including flasks and retorts, in a dimly lit room.</p>
Poetry	<p>Pestilence – Philip Freneau The Plague – Christina Rossetti When This Is Over – Laura Kelly Fanucci</p>

Term: Summer 1	Project title: Food Around The World	Number of weeks: 6
Fiction Texts:	Oranges in No Man's Land – Elizabeth Land	
Non-fiction Texts:	The World in My Kitchen – Kate Morrison and Sally Brown The Everyday Journeys of Ordinary Things – Libby Deutsch Before We Eat: From Farm to Table – Pat Brisson Edible Atlas – Mina Holand The Story of Food – Giles Coren	
Visual Literacy:		
Poetry:	 <p>THIS ORANGE TREE</p> <p>☞ I touched my first rose Under this orange tree, I was young and fruity The sweet rose was blooming.</p> <p>☞ I found faith Under this orange tree It was here all the time, One day I picked it up Then I realized How great you are.</p> <p>☞ It was under this Very orange tree That I read My first Martin Luther King speech. How great the word.</p> <p>☞ It was here Under this very orange tree, On this very peace of earth That I first sang With a hummingbird. How great the song.</p> <p>☞ This orange tree knows me, It is my friend, I trust it and It taste good.</p> <p>Funky Chickens – Benjamin Zephaniah</p>	

Term: Summer 2	Project title: Mesmerising Mayans	Number of weeks: 6
Fiction Texts:	Tom's Midnight Garden – Phillipa Peace The Hero Twins: Against the Lords of Death (A Mayan Myth) Rain Player – David Wisniewski	
Non-fiction Texts:	Non-fiction texts about Mayan civilisation The History Detective Investigates: Mayan Civilisation The Ancient Maya – Jackie Malov The Mystery of the Maya Ruins Daily Life in the Maya Civilisation	
Visual Literacy:	Ancient Maya 101: https://www.youtube.com/watch?v=Q6eBjdca14 	
Poetry	N/A	

Reading domains for *Whole Class Reading* (2 week cycles):

- **Retrieval**

Who/what/where/why qs, constant referring back to the text


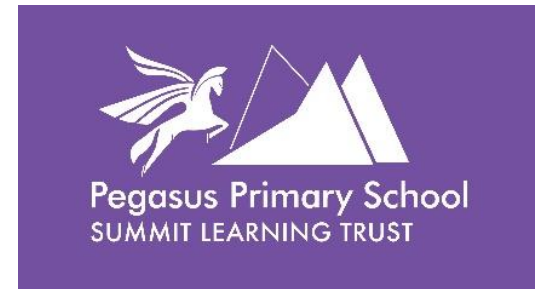
Sequencing

- **Word meaning (vocabulary)**


Reading around the context on a sentence to determine meaning of a word

- **Inference**

Reading between the lines, inferring a character's thoughts/feelings/motives, making predictions



Retrieval Toolkit




1. Read and understand the question. Underline key words.

Who? (person) *What?* (event/fact/topic) *When?* (event/time/date)


Where? (setting/location) *Why?* (reason for something) *How?* (cause and effect)

True/False

1. Scan to find the information in the text. Underline it or point to it.
2. Read around the information you found to check the details.
3. Answer the question.
4. Check your answer against the question - have you actually answered it?



Retrieval Toolkit



- Read the question carefully.

What sort of answer does it need?

Who? What? When? Where? Why? How?

- Look back at the text.
- Point to or underline the answer.
- Answer the question.

If you need to write an answer, check how many words you need to write and **copy** the spelling carefully.



Word Meaning Toolkit



What is the word function? (noun, verb, adjective, etc.)

Do you know the root word? Prefixes? Suffixes?

Context - read around the word (including the sentences before and after, and further into the paragraph if needed).

Visualise what is happening in the text/what the text is talking about.

Check your idea by replacing the word with a possible synonym - *does it make sense?*

Don't get stuck on a word: if not answering a specific question about that word, do you need to know the specific meaning of it to get the gist of the whole text?



Word Meaning Toolkit

Not sure what a word means?

- Read the word again.
- Read around the word.

Think about the rest of the sentence.

- Look at the pictures.

Are there any clues?

- Do you know any words that sound similar?



Inference Toolkit



You can infer about...

- a **person/character**: *thoughts, motives, feelings, reactions to other characters or events*
- a **situation**: *cause and effect/impact of*

Look for clues: **Scan the text** for evidence - 'show not tells' that prove the inference.

Answer using point (inference) and justify (evidence from the text).

e.g. The main character feels anxious because he has butterflies in his stomach.

Type One: you are given the inference and have to find the evidence in the text.

Scan for actions, speech or events that 'show not tell' the inference from the question.

Type Two: make your own inference and prove it (justify) using evidence from the text.

Scan for the person/situation from the question - what can you infer? Evidence (show not tell)?



Inference Toolkit



- Read the question carefully.

What is it asking? Feelings? Thoughts? Why?

- Look for clues in the text and pictures.
- What can you infer from the clues?
- Write your point, then say how you know.

I infer ___ because ___

Example Whole Class Reading cycle over a half term:

<u>Week 1</u>	Introduce author through a biography (non-fiction text)- mixed domain questions	Non-fiction text based on the fiction text for the half term. e.g Non-fiction text on the 12 labours of Hercules before reading Here comes Hercules	Read a section of text Teaching focus: retrieval domain	Read a section of text Teaching focus: retrieval domain	Read a section of text DISCUSSION QUESTION
<u>Week 2</u>	Read a section of text Teaching focus: retrieval domain	Read a section of text Teaching focus: retrieval domain	Read a poem Teaching focus: retrieval domain/mixed domain	Read a section of text DISCUSSION QUESTION	Read a section of text Teaching focus: retrieval domain
<u>Week 3</u>	Read a section of text Teaching focus: word meaning domain	Read a section of text Teaching focus: word meaning domain	Read a section of text Teaching focus: word meaning domain	Read a non-fiction text Teaching focus: word meaning domain	Read a section of text Teaching focus: word meaning domain
<u>Week 4</u>	Read a section of text Teaching focus: word meaning domain	Read a section of text DISCUSSION QUESTION	Read a section of text Teaching focus: word meaning domain	Read a section of text Teaching focus: word meaning domain	Read a section of text Teaching focus: word meaning domain
<u>Week 5</u>	Read a section of text Teaching focus: inference	Read a poem Teaching focus: inference/mixed domain	Read a section of text Teaching focus: inference	Read a section of text Teaching focus: inference	Read a section of text Teaching focus: inference
<u>Week 6</u>	Read a non-fiction text Teaching focus: inference	Read a section of text Teaching focus: inference	Read a section of text Teaching focus: inference	Read a section of text DISCUSSION QUESTION	Read a section of text Teaching focus: inference

Non-fiction- drop these in where they most fit with the section you are currently reading in the fiction text to help children with their **background knowledge**. Think about what knowledge will support the children to best understand the text you're reading! e.g A non-fiction text on St. Pancras International when Harry Potter boards the train to Hogwarts.

Poetry- Introduce poetry that is related to the book you are reading when it is most appropriate in your cycle. Children could perform poem if it lends itself to this and respond to the poem relating to the domain you're focussing on or mixed domain if this fits better. e.g Children reading *The boy at the back of the class* (a text about a Syrian refugee starting school in the UK) could read a poem from *On the Move: Poems about Migration* by Michael Rosen.

Discussion question lessons- (previously referred to as an AIR question) An opportunity to spend more of the lesson reading the text. As a class, pose one inference discussion question for children to discuss together at the end of the lesson. Aim of this is to improve inference (whole-school weakness). You can choose to evidence this in books or on flip-chart paper.

VIPERS Question Stems Year 5:

Vocabulary	<ul style="list-style-type: none">• Look in the paragraph; find and copy one word/phrase meaning/that shows that/that tells you that/that suggests that _____?• Give the meaning of the word _____ in the sentence _____?• What does a particular word/phrase suggest about a person/setting?• Which word (from choice) most closely matches the word _____?• What does word/phrase mean?
------------	---

<p>Inference</p>	<ul style="list-style-type: none"> • From the paragraph starting/page _____ how do you know/what evidence is there/how can you tell that/why did a character felt /is a particular adjective? (Give 1/2 reasons) • What impressions do you get of a setting/a person from a paragraph? • What does a particular paragraph/description suggest/infer about a person/setting? • Look at the line _____ /paragraph _____ Why did someone do /feel something? • What evidence in the text is there that a character felt /is _____(adjective)? • What can you infer about a setting/character from one paragraph? • According to the text, how did _____ /why _____? • Decide if the following statements are fact or opinion.
<p>Prediction</p>	<ul style="list-style-type: none"> • Do you think that someone will do/act differently in the future? • What does this paragraph suggest will happen next? What makes you think this? • Do you think _____ will happen? Yes, no or maybe? Explain your answer using evidence from the text
<p>Explanation</p>	<ul style="list-style-type: none"> • Draw lines to match each part of the story with the correct quotation from the text e.g. Lesson, Action, Setting, etc • Give two impressions that a particular phrase gives? • In what ways are 2 characters/settings the same/different? • The mood of a character changes throughout the text. Find words or phrases that show this.
<p>Retrieval</p>	<ul style="list-style-type: none"> • What 1/2/3 things are you told about a setting/character from one paragraph? • Using information from the text, decide if the following statements are true or false? • Give 2 reasons why _____? • What was revealed at the end of the story? • Using information from the text, decide if the following statements are true or false?
<p>Summarising</p>	<ul style="list-style-type: none"> • Below are some summaries of different paragraphs from this text. Number them 1 – to show the order in which they appear in the text. • Which of the following would be the most suitable summary of the whole text/paragraph?

<p style="text-align: center;">Year 6</p>	
<p>NC Fluency Skills:</p>	<ul style="list-style-type: none"> • 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
<p>NC Comprehension Skills:</p>	

Maintain positive attitudes to reading and 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 one 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.

NC Non-Statutory Guidance:

- At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so.
- Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension.
- When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.
- Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves.
- The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex writing.
- Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text.
- They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies.
- Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect.
- In using reference books, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information.
- The skills of information retrieval that are taught should be applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review. Teachers should consider making use of any library services and expertise to support this.
- Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions.
- Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.