

Year 5

Key Reading strategies

	Autumn		Spring		Summer	
Curriculum links	Coasts (Geography), Writing	Ancient Greece Remembrance Day	Space	Mayans	Geography Earthquakes, Volcanoes	Ancient Rome
Assessment	Vipers, CT marking, 1-to-1 reading	Vipers, CT marking, 1-to-1 reading	Vipers, CT marking, 1-to-1 reading	Vipers, CT marking, 1-to-1 reading	Vipers, CT marking, 1-to-1 reading	Vipers, CT marking, 1-to-1 reading
Fiction	The Old Man and The Sea			The Curse of The Maya	Numerous diary extracts	Empire's End Julius Caesar
Non-fiction		So You Think You've Got It Bad? A Kid's Life in Ancient Greece The Usborne Internet-linked encyclopaedia of Ancient Greece Range of non-fiction on Ancient Greece	Where once we stood: stories of the apollo astronauts who walked on the moon. Range of non-fiction on Space	Range of Newspaper extracts	Survivors	
Poetry	A Poppy Blooms Haiku (For You) The Old Pond A World of Dew	Dulce et Decorum Est - Wilfred Owen	Spaced Out: Space Poems			

Year 6

	Autumn		Spring		Summer	
Curriculum links	Anglo-Saxons	Science - Forces Remembrance Day	Geography - Regions	History - WW2	Earthquakes	Local Study

Assessment	1:1, books, SATs papers, teacher assessment	1:1, books, SATs papers, teacher assessment	1:1, books, SATs papers, teacher assessment	1:1, books, SATs papers, teacher assessment	1:1, books, teacher assessment	1:1, books, teacher assessment
Fiction	Beowulf The Viewer Rooftoppers	Holes by Louis Sachar	Holes by Louis Sachar	Letters from the lighthouse by Emma Carrol	Letters from the lighthouse by Emma Carrol	Pig Heart Boy by Malorie Blackman
Non-fiction	William Kamkwamba Robin Hood	How parachutes work How do solar panels work?	Shackleton's Journey by William Grill	The Trench	A range of books on earthquakes	The Red Blood Cell Fad Diets Coronary Heart Disease
Poetry	The Moment	WW2 poetry - Flanders Fields	If by Rudyard Kipling	Poetry- Northern lights Letter/poem- Beyond the lines	The Raven by Edgar Allen Poe Range of War poetry	Leavers assembly poetry

Word reading		<p><i>Pupils should be taught to:</i></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.
Understanding		<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> - develop pleasure in reading, motivation to read, vocabulary and understanding by:
	Range of texts	<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 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 and evaluating	<ul style="list-style-type: none"> - recommending books that they have read to their peers, giving reasons for their choices
	Vocabulary	<ul style="list-style-type: none"> - exploring the meaning of words in context (understanding)
	Themes and conventions	<ul style="list-style-type: none"> - identifying and discussing themes and conventions in and across a wide range of writing
	Comparing	<ul style="list-style-type: none"> - making comparisons within and across books
	Learning and performing	<ul style="list-style-type: none"> - 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
		<p><i>Pupils should be taught to:</i></p> <p>understand what they read, in books they can read independently, by:</p>
	Monitoring and developing understanding	<ul style="list-style-type: none"> - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
Questioning	<ul style="list-style-type: none"> - asking questions to improve their understanding 	

	Inferring	<ul style="list-style-type: none"> - <i>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</i> - <i>predicting what might happen from details stated and implied</i>
	Summarising	<ul style="list-style-type: none"> - <i>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</i> - <i>identifying how language, structure and presentation contribute to meaning</i>
		<i>Pupils should be taught to:</i>
	Discussion, explanation, viewpoint	<ul style="list-style-type: none"> - <i>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</i> - <i>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</i> - <i>provide reasoned justifications for their views.</i>
	Use of language	<ul style="list-style-type: none"> - <i>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</i>
	Non-fiction	<ul style="list-style-type: none"> - <i>distinguish between statements of fact and opinion</i> - <i>retrieve, record and present information from non-fiction</i>