



West St Leonards Primary Academy Reading Curriculum

Year 5



Year 5 Reading – Word Reading			
Strand		Objectives	Practise In The Classroom
		Pupils should be taught to: <ul style="list-style-type: none"> independently read a range of fiction, poetry, plays, non-fiction, reference and text books. express my views and preferences, justifying them by referring back to the text. confidently discuss and recommend books and authors, responding to the ideas of others, challenging their views courteously and explaining why. use my imagination and empathy to explore a text beyond the page. learn a range of poetry by heart. 	<ul style="list-style-type: none"> Phonics teaching, to the children who did not pass the re-take in Y2 of Phonics screening. Daily individual reading to lowest 20% Link to spelling and daily dictations.
Notes and Guidance		At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary.	
Year 5 Reading Comprehension			
RIME Focus	Knowledge Strands	Objectives	Question Stems
Retrieval	Word meaning	<ul style="list-style-type: none"> To answer questions drawing on information from several places in the text. 	<ul style="list-style-type: none"> Find and copy a word that means...(provide new and/or challenging vocabulary). Find and copy a word which shows that....



West St Leonards Primary Academy Reading Curriculum

Year 5



<p>Understanding</p> <p>Sequencing</p> <p>Summarising</p>	<ul style="list-style-type: none"> • To retrieve and record information from non-fiction texts. • To discuss information retrieved from fiction and nonfiction texts. • To summarise using an appropriate amount of detail as evidence. • To copy, quote and adapt information from a text into my own words to show my understanding of the text as a whole. 	<ul style="list-style-type: none"> • What isdoing when.....? • How would you describe this story/text? What genre is it? How do you know? • How did...? How often...? Who had...? Who is...? Who did....? • What happened to...? • What does.... do? • How is? • What can you learn about from this section? • What impression do get of.....from 'quote'....? • Give one example of..... • The story is told from whose perspective? • Can you number these events 1-5 in the order that they happened? • What happened after? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • Which is the most important point in these paragraphs?
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West St Leonards Primary Academy Reading Curriculum

Year 5

Inference	Inference	<ul style="list-style-type: none"> To be aware of the effect a text will have or is intended to have on a reader and can give some explanations of how this is achieved. To use evidence to both support and challenge conclusions drawn within and from a text. To confidently make comparisons within and between books, thinking about characters and considering viewpoints of authors and of fictional characters. To recognise and discuss themes and conventions within a text (eg: heroism or loss). 	<ul style="list-style-type: none"> Find and copy a group of words which show that...(provide new/challenging vocabulary) How do these words make the reader feel? How does this paragraph suggest this? How do the descriptions of show that they are ? How can you tell that..... ? What impression of do you get from these paragraphs? What voice might these characters use? What was thinking when..... ? Who is telling the story? From the cover what do you think this text is going to be about? What is happening now? What happened before this? What will happen after? What does this paragraph suggest will happen next? What makes you think this? Do you think the choice of setting will influence how the plot develops? Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.
	Prediction		



West St Leonards Primary Academy Reading Curriculum

Year 5



Misconception

- To explain what the author's purpose and viewpoint is and can explain how I have identified this, providing some textual reference.
- To recognise that viewpoints may differ in different parts of the text.
- To explain how and why authors make structural and organisational choices in their writing and what text type each choice is likely to be found in.
- To provide an explanation for my views and justify them with confidence.

20 Do you think that Martine will change her behaviour on future giraffe rides?

Tick one.

yes

no

maybe

Explain your choice, fully, using evidence from the text.

yes because when the worthog attack happened she swung from the giragges neck like a human necklass and almost crashed ten feet from the ground.

Is Jerry correct? Explain why/why not comparing his evidence to the information from the text.

- Analysis of incorrect answer. **What is incorrect about this answer?** (1 mark questions)
- Analysis of incorrect answer. **Martin received two out of 3 marks for his answer. Explain where he requires further elaboration.** (2-3 mark questions)
- Misconceptions will stem from AfL



West St Leonards Primary Academy Reading Curriculum

Year 5



Explanation	Word meaning (vocabulary)	<ul style="list-style-type: none"> To explain what the author's purpose and viewpoint is and can explain how I have identified this, providing some textual reference. To recognise that viewpoints may differ in different parts of the text. To explain how and why authors make structural and organisational choices in their writing and what text type each choice is likely to be found in. To provide an explanation for my views and justify them with confidence. 	<ul style="list-style-type: none"> What do the words and suggest about the character/setting/mood? Which word tells you that....? Which keyword/phrase tells you about the character/setting/mood? Find and highlight the word that is closest in meaning to..... Find a word or phrase which shows/suggests that..... Why is the text arranged in this way? (fiction/non-fiction) What structures has the author used? (fiction and non-fiction) What is the purpose of this text feature? What effect does it have on the reader? Is the use of effective? The mood of the character changes throughout the text. Find and copy the phrases which show this. What is the author's point of view? What effect does the author's point of view have on the audience? How does the author engage the reader here? Which words and phrases the reader effectively? Which section was the most interesting/exciting part? Which section was the most interesting/exciting and how has this continued across the text? 			
	Comparing & Contrasting					
	Authorial Intent					
	Term 1 Topic: Outlaw	Term 2 Topic: Tudors	Term 3 Topic: Explorers and expeditions	Term 4 Topic: To infinity and beyond	Term 5 Topic: 1066	Term 6 Topic: Hastings by the sea



West St Leonards Primary Academy Reading Curriculum

Year 5



<p>Week 1 Retrieval</p>	<p>Strand: Retrieval Objective: To answer questions drawing on information from several places in the text. Text: Outlaw</p>	<p>Strand: Retrieval Objective: To copy, quote and adapt information from a text into my own words to show my understanding of the text as a whole. Text: My Friend Walter</p>	<p>Strand: Retrieval Objective: To discuss information retrieved from fiction. Text: Fiction - Coles Kingdom (Tuesday) Fiction – Touching the void (Wednesday)</p>	<p>Strand: Retrieval Objective: To summarise using an appropriate amount of detail as evidence. Text: Eileen Collins The women who helped build Nasa</p>	<p>Strand: Retrieval Objective: To discuss information retrieved from fiction and nonfiction texts. Text: Fiction: Anglo-Saxon boy chapter 1 p22-23 Non-Fiction: Anglo-Saxon and Scots invaders p8-9</p>	<p>Strand: Retrieval Objective: To answer questions drawing on information from several places in the text. Text: Where the world turns wild Chapter 1 pgs. 1-7 Chapter 2 pgs. 8-12</p>
<p>Week 2 Inference</p>	<p>Strand: Inference Objective: To confidently make comparisons within and between books, thinking about characters and considering viewpoints of authors and of fictional characters. Text: Fiction: Kidnapped Pie Corbett</p>	<p>Strand: Inference Objective: To recognise and discuss themes and conventions within a text (eg: heroism or loss). Text: A poem to be spoken softly Winter wonderland poem</p>	<p>Strand: Inference Objective: To use evidence to both support and challenge conclusions drawn within and from a text. Text: Non-fiction – Shackleton Non-Chronological report (Tuesday) Non-Fiction – Non-chronological report about animals in the Antarctic (Wednesday)</p>	<p>Strand: Inference Objective: To be aware of the effect a text will have or is intended to have on a reader and can give some explanations of how this is achieved. Text: Cosmic</p>	<p>Strand: Inference Objective: To use evidence to both support and challenge conclusions drawn within and from a text. Text: Fiction Anglo-Saxon boy chapter 4 p49-50 Non-fiction Anglo-Saxon Kings : King Alfred the great</p>	<p>Strand: Inference Objective: To be aware of the effect a text will have or is intended to have on a reader and can give some explanations of how this is achieved. Text: Non-fiction All about our coasts (p 7-9) Tuesday Non-fiction Earth Day 2021- Restore our Earth (p7-8) Wednesday</p>



West St Leonards Primary Academy Reading Curriculum

Year 5



Week 3 Misconception	<p>Strand: Misconception Objective: To provide an explanation for my views and justify them with confidence. Text: Fiction: Staying out - Pie Corbett</p>	<p>Strand: Misconception Objective: To recognise that viewpoints may differ in different parts of the text. Text: Apollo and the Chimera Pandoras Box</p>	<p>Strand: Misconception Objective: To explain how and why authors make structural and organisational choices in their writing and what text type each choice is likely to be found in. Text: POETRY Dragonfly Out in the Sun by David Windle (Tuesday) How the leaves came down (Wednesday)</p>	<p>Strand: Misconception Objective: To explain how and why authors make structural and organisational choices in their writing and what text type each choice is likely to be found in. Text: The Night's Sky/The Moon (poems) Six Ways to Look at the Moon (Pi poem)</p>	<p>Strand: Misconception Objective: To explain what the author's purpose and viewpoint is and can explain how I have identified this, providing some textual reference Text: Fiction Anglo-Saxon boy chapter 6 Poetry 'If' by Rudyard Kipling (poem)</p>	<p>Strand: Misconception Objective: To recognise that viewpoints may differ in different parts of the text. Text: Where the world turned wild Chapter 9 pgs 35-42 Chapter 10 pgs 43-45</p>
Week 4 Explanation	<p>Strand: Explanation Objective: To explain what the author's purpose and viewpoint is and can explain how I have identified this, providing some textual reference. Text: Outlaw</p>	<p>Strand: Explanation Objective: To explain how and why authors make structural and organisational choices in their writing and what text type each choice is likely to be found in. Text: Lucky lottery winners John Blanke non-chronology</p>	<p>Strand: Explanation Objective: To provide an explanation for my views and justify them with confidence. Text: 'The Great Pacific Garbage Patch' (Tuesday) 'Greta Thunberg' (Wednesday)</p>	<p>Strand: Explanation Objective: To explain what the author's purpose and viewpoint is and can explain how I have identified this, providing some textual reference. Text: Mars – The Red Planet (Non-Fiction) The Moon (Non-Fiction)</p>	<p>Strand: Explanation Objective: To provide an explanation for my views and justify them with confidence. Text: Non-fiction The Battle of Hastings information text (p5/6) Non-Fiction Anglo-Saxon boy extract</p>	<p>Strand: Explanation Objective: To recognise that viewpoints may differ in different parts of the text. Text: Where the world turned wild Chapter 15 pgs 61-69 Non-fiction Doorstep animals pgs 13-14</p>



West St Leonards Primary Academy Reading Curriculum

Year 5



Week 5 Retrieval	<p>Strand: Retrieval Objective: To copy, quote and adapt information from a text into my own words to show my understanding of the text as a whole. Text: Outlaw p160-170</p>	<p>Strand: Retrieval Objective: To copy, quote and adapt information from a text into my own words to show my understanding of the text as a whole. Text: Henry VII The first Tudor King biography Henry VIII six wives</p>	<p>Strand: Retrieval Objective: To discuss information retrieved from nonfiction texts. Text: Polar explorers' booklet (Tuesday and Wednesday)</p>	<p>Strand: Retrieval Objective: To retrieve and record information from non-fiction texts. Text: Apollo 13 Mae Jemison</p>	<p>Strand: Retrieval Objective: To answer questions drawing on information from several places in the text. Text: Fiction Anglo-Saxon Boy Chapter 13 Non-fiction 'The man who moved a mountain'</p>	<p>Strand: Retrieval Objective: To summarise using an appropriate amount of detail as evidence. Text: Rainforest deforestation Pg 5 Where the world turned wild Chapter 21 pgs 95 – 102</p>
Week 6 Inference	<p>Strand: Inference Objective: To confidently make comparisons within and between books, thinking about characters and considering viewpoints of authors and of fictional characters. Text: Nelson Mandela (Non-Fiction) Ruby Bridges (Non-Fiction)</p>	<p>Strand: Inference Objective: To recognise and discuss themes and conventions within a text (eg: heroism or loss). Text: Big Yellow Taxi Blowin' in the wind</p>	<p>Strand: Inference Objective: To be aware of the effect a text will have or is intended to have on a reader and can give some. Text: David Attenborough's speech. https://www.youtube.com/watch?v=oQnDVqGlv4s&feature=youtu.be&safe=active (Tuesday) Non-fiction: David Attenborough Information text.</p>	<p>Strand: Inference Objective: To use evidence to both support and challenge conclusions drawn within and from a text. Text: Cosmic</p>	<p>Strand: Inference Objective: To confidently make comparisons within and between books, thinking about characters and considering viewpoints of authors and of fictional characters. Text: Fiction Anglo-Saxon Boy Chapter 13 Fiction The man who bought a mountain</p>	<p>Strand: Inference Objective: To recognise and discuss themes and conventions within a text (eg: heroism or loss). Text: Where the world turned wild Chapter 32 pgs 160-169 Rivers non-fiction text Pgs 9-10 Wednesday</p>
	Term 1 & 2 Lesson Objectives		Term 3 & 4 Lesson Objectives		Term 5 & 6 Lesson Objectives	



West St Leonards Primary Academy Reading Curriculum

Year 5



Retrieval	<ul style="list-style-type: none"> To answer questions drawing on information from one place in the text. To distinguish between fact and opinion. To identify the main ideas drawn from one paragraph. To summarise the main ideas from one paragraph with support. 	<ul style="list-style-type: none"> To search texts for information quickly and efficiently and make choices about the appropriateness of the information. To identify the main ideas in paragraphs. To summarise the main ideas in a paragraph using my own words as well as key vocabulary from the text. 	<ul style="list-style-type: none"> To answer questions drawing on information from several places in the text. To retrieve and record information from non-fiction texts. To discuss information retrieved from fiction and nonfiction texts. To summarise using an appropriate amount of detail as evidence. <p>To copy, quote and adapt information from a text into my own words to show my understanding of the text as a whole.</p>
Inference	<ul style="list-style-type: none"> To identify the main purpose of a text. To make inferences and deductions based on textual evidence. To read 'between the lines' with support when reading and explain my thinking. To ask questions to improve my understanding of a text. 	<ul style="list-style-type: none"> To detect bias and distinguish fact from opinion. To explain inferred meanings and draw on evidence from across the text. To show my understanding of the text when reading out loud through intonation, tone and volume so that the meaning is clear to the audience. To read 'between the lines' when reading independently and explain my thinking, returning to the text to support my opinions. To draw on my experience of similar texts or earlier events in the text to predict what might happen next, identifying clues the author has planted for the reader. 	<ul style="list-style-type: none"> To be aware of the effect a text will have or is intended to have on a reader and can give some explanations of how this is achieved. To use evidence to both support and challenge conclusions drawn within and from a text. To confidently make comparisons within and between books, thinking about characters and considering viewpoints of authors and of fictional characters. To recognise and discuss themes and conventions within a text (eg: heroism or loss).



West St Leonards Primary Academy Reading Curriculum

Year 5



Misconception/Explanation	<ul style="list-style-type: none">• To draw on my experience of similar texts to predict what might happen next.• To provide reasons to support my views.	<ul style="list-style-type: none">• To make comments about a text and support them by using relevant textual reference or quotation.• To identify relevant points to support my answers, including points from different parts of a text when required.	<ul style="list-style-type: none">• To explain what the author's purpose and viewpoint is and can explain how I have identified this, providing some textual reference.• To recognise that viewpoints may differ in different parts of the text.• To explain how and why authors make structural and organisational choices in their writing and what text type each choice is likely to be found in.• To provide an explanation for my views and justify them with confidence.
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