

### Year 5 Reading Long Term Plan

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| English - Writing unit focus | <ul style="list-style-type: none"><li>• Read a range of age appropriate texts fluently</li><li>• Demonstrate appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry, making the meaning clear to the audience</li><li>• Apply the knowledge of root words, prefixes and suffixes to determine the meaning of new words (see appendix 1 of National Curriculum)</li><li>• Draw on contextual evidence to make sense of what is read</li><li>• Ask questions to enhance understanding of a text</li><li>• Recommend books to others based on own reading preferences</li><li>• Identify key details from more than one paragraph by: Using the skills of skimming and scanning to identify key ideas</li><li>• Distinguish between statements of fact and opinion with support</li><li>• Draw inferences: Recognise that characters may have different perspectives on events in stories</li><li>• Justify inferences with evidence</li><li>• Structure &amp; presentation for meaning: Identify and discuss the genre-specific language features the author has used to convey information in a non-fiction text</li><li>• Structure &amp; presentation for meaning: Identify and discuss the structural devices the author has used to organise the text</li><li>• Language inc. figurative for meaning: Identify vocabulary chosen to convey different messages, moods, feelings and attitudes</li><li>• Identify themes and conventions</li><li>• With support discuss themes and conventions and show some understanding of them</li><li>• Express views &amp; justify opinions: Comment on the overall impact of poetry or prose with reference to features, e.g. development of themes</li></ul> |
| Poetry units                 | <ul style="list-style-type: none"><li>• Continue to learn poetry by heart so that a wide range has been learned. Include poems with imagery, similes and narrative poems</li><li>• Learn poetry by heart: Comment on the use of similes and expressive language to create images, sound effects and atmosphere</li><li>• Learn poetry by heart: Vary pitch, pace, volume, expression and use pauses to create impact</li><li>• Learn poetry by heart: Use dramatic interpretation when performing</li><li>• Language inc. figurative for meaning: Describe and compare the styles of individual writers and poets, providing evidence</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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| Guided Reading/<br>Vipers |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                          |                                                                                                                                                                                                               |                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                           | <b><u>Vocabulary</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b><u>Infer</u></b>                                                                                                                                                                                                                                                                                                                                                                    | <b><u>Predict</u></b>                                                                                                                                                    | <b><u>Explain</u></b>                                                                                                                                                                                         | <b><u>Retrieve</u></b>                                                                     | <b><u>Summarise</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                             |
|                           | Language inc. figurative for meaning: Identify vocabulary chosen to convey different messages, moods, feelings and attitudes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>In non-fiction, retrieve, record and present information with support and guidance from a couple of sources (e.g. 2 texts, a text and a website, a film clip and a book)</p> <p>Draw inferences: Identify evidence characters changing in a story and discuss possible reasons</p> <p>Draw Inferences: Discuss what a character's actions and motives say about their character</p> | Make predictions based on details stated and implied: Make predictions for how a character might change during a story or a poem and change predictions as events happen | <p>Make comparisons within and across texts</p> <p>Identify key details from more than one paragraph by: Referring to the text to support predictions and opinions (PEE - Point + Evidence + Explanation)</p> | Plan what information needs to be found with guidance (e.g. a KWL grid). Make simple notes | <p>Express views &amp; justify opinions: Identify the writer's main purpose through a general overview</p> <p>Express views &amp; justify opinions: Identify common elements of an author's style and discuss how the style of one author differs from another</p> <p>Express views &amp; justify opinions: Identify and comment upon an author's or poet's viewpoint in the text and respond to this e.g. re - tell from a different viewpoint</p> |
| Reading Folder            | <ul style="list-style-type: none"> <li>Express views &amp; justify opinions: Justify preferences for an author, poet or a type of text</li> <li>Take part in a debate and show an understanding of themes in a text</li> <li>Discuss wide range of texts from heritage &amp; other cultures: Identify and explain the key features of a range of appropriate texts</li> <li>Discuss wide range of texts from heritage &amp; other cultures: Identify and explain characters and their profiles across a range of texts</li> <li>Discuss wide range of texts from heritage &amp; other cultures: Identify and discuss themes within a text (Social, cultural and historical)</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                          |                                                                                                                                                                                                               |                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| RWI spellings             | <ul style="list-style-type: none"> <li>Language inc. figurative for meaning: Comment and compare the language choices the author has made to convey information over a range of non-fiction texts (year 5 vocabulary, grammar and punctuation)</li> <li>Y5 SPAG: Recognise and discuss the use of relative clauses to provide extra information</li> <li>Y5 SPAG: Recognise and discuss the use of adverbials to link ideas across a paragraph</li> <li>Y5 SPAG: Identify where brackets, dashes and commas have been used to indicate parenthesis</li> </ul>                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                          |                                                                                                                                                                                                               |                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

