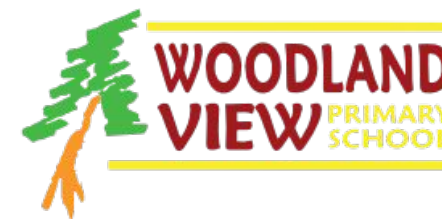




# Year 5 Reading Medium Term Plan



	Theme	Genre	NC Learning Objectives	VIPERS SKILLS
Aut 1	You're Not Invited	Leaflets <i>Ancient Rome</i>	<ul style="list-style-type: none"> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>making comparisons within and across books</li> <li>identifying how language, structure and presentation contribute to meaning</li> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>retrieve, record and present information from non-fiction</li> </ul>	<p><b>Retrieval focus</b></p> <ul style="list-style-type: none"> <li>Use a range of text organisational features to quickly locate information</li> <li>Confidently skim and scan across texts to retrieve specific information</li> <li>Retrieve information from more than one section of the text</li> <li>Retrieve, record and present information from fiction and non-fiction texts</li> <li>Ask their own questions and follow a line of enquiry.</li> </ul>
		Myths <i>Romulus and Remus</i>	<ul style="list-style-type: none"> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>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</li> <li>identifying and discussing themes and conventions in and across a wide range of writing</li> <li>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</li> <li>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>predicting what might happen from details stated and implied</li> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>	<p><b>Vocabulary- ongoing</b></p> <ul style="list-style-type: none"> <li>Continue to use dictionaries to check the meanings of words they have read</li> <li>Identify words and phrases which are unknown</li> <li>Explore the meaning of words in context, confidently using a dictionary</li> <li>Discuss how the author's choice of language impacts the reader</li> <li>Evaluate the author's use of language and begin to explain how it has created an impact on the reader</li> <li>Investigate alternative word choices that could be made</li> <li>Begin to look at the use of figurative language</li> <li>Use a thesaurus to find synonyms for a larger variety of words</li> <li>'Read around the word' and explore its meaning in the broader context of a section or paragraph</li> </ul>

Areas identified by PiXL Assessments - individual, group and whole class level will offer targeted therapies



Aut 2	Come Fly with Me - America	<b>Diaries</b> <i>Journey along Route 66</i>	<ul style="list-style-type: none"><li>• 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</li><li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li><li>• identifying how language, structure and presentation contribute to meaning</li><li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li><li>• retrieve, record and present information from non-fiction</li></ul>	<b>Inference &amp; Prediction focus</b> <ul style="list-style-type: none"><li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying their views with evidence from the text</li><li>• Make inferences about actions, feelings and events</li><li>• Give one or two pieces of evidence to support the point they are making</li><li>• Begin to draw evidence from more than one place across a text.</li><li>• Explore the meaning inferred in figurative language</li></ul>
		<b>Non-chronological reports</b> <i>Insight into a US State</i>	<ul style="list-style-type: none"><li>• 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</li><li>• identifying and discussing themes and conventions in and across a wide range of writing</li><li>• making comparisons within and across books</li><li>• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li><li>• identifying how language, structure and presentation contribute to meaning</li><li>• retrieve, record and present information from non-fiction</li></ul>	<ul style="list-style-type: none"><li>• Predict what might happen from details stated and implied</li><li>• Explore the likelihood of a suggestion being correct</li><li>• Justify predictions from details stated and implied</li><li>• Confirm and modify predictions as they read on.</li></ul>

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Spr 1	Mission Control	Newspaper reports <i>Apollo 13 disaster</i>	<ul style="list-style-type: none"><li>• reading books that are structured in different ways and reading for a range of purposes</li><li>• identifying and discussing themes and conventions in and across a wide range of writing</li><li>• making comparisons within and across books</li><li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li><li>• identifying how language, structure and presentation contribute to meaning</li><li>• distinguish between statements of fact and opinion</li><li>• retrieve, record and present information from non-fiction</li></ul>	<b>Inference focus</b> <ul style="list-style-type: none"><li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying their views with evidence from the text</li><li>• Make inferences about actions, feelings and events</li><li>• Give one or two pieces of evidence to support the point they are making</li><li>• Begin to draw evidence from more than one place across a text.</li><li>• Explore the meaning inferred in figurative language</li></ul>
		Poetry <i>This is Me!</i>	<ul style="list-style-type: none"><li>• identifying and discussing themes and conventions in and across a wide range of writing</li><li>• making comparisons within and across books</li><li>• learning a wider range of poetry by heart</li><li>• 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</li><li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li><li>• identifying how language, structure and presentation contribute to meaning</li><li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li></ul>	

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Spr 2	That's Life	<b>Adverts</b> <i>Healthy Snack</i>	<ul style="list-style-type: none"><li>• identifying and discussing themes and conventions in and across a wide range of writing</li><li>• 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</li><li>• identifying how language, structure and presentation contribute to meaning</li><li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li><li>• distinguish between statements of fact and opinion</li><li>• retrieve, record and present information from non-fiction</li></ul>	<b>Explain focus</b> <ul style="list-style-type: none"><li>• Provide increasingly reasoned justification for their views</li><li>• Recommend books for peers in detail</li><li>• Give reasons for authorial choices</li><li>• Begin to challenge points of view</li><li>• Identify and distinguish between fact and opinion-providing reasoned explanations</li><li>• Identify how language, structure and presentation contribute to meaning</li><li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li><li>• Explain and discuss their understanding of what they have read, including through formal presentations and debates.</li></ul>
		<b>Narrative</b> <i>Rooted</i> <i>(Literacy Shed)</i>	<ul style="list-style-type: none"><li>• reading books that are structured in different ways and reading for a range of purposes</li><li>• 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</li><li>• identifying and discussing themes and conventions in and across a wide range of writing</li><li>• making comparisons within and across books</li><li>• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li><li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li><li>• identifying how language, structure and presentation contribute to meaning</li></ul>	

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<b>Sum 1</b>	Walk Like an Egyptian	Recounts <i>Discovery of Tutankhamun's Tomb from the POV of Lord Carnarvon</i>	<ul style="list-style-type: none"><li>• identifying and discussing themes and conventions in and across a wide range of writing</li><li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li><li>• identifying how language, structure and presentation contribute to meaning</li><li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li><li>• distinguish between statements of fact and opinion</li><li>• retrieve, record and present information from non-fiction</li></ul>	<p><b>Sequence &amp; Summarise focus</b></p> <p><b>SEQUENCE</b></p> <ul style="list-style-type: none"><li>• Discuss the sequence of events in both linear and non-linear texts and consider how these relate to one another within the text</li></ul> <p><b>SUMMARISE</b></p> <ul style="list-style-type: none"><li>• Summarise the main ideas (gist) drawn from more than one paragraph text identifying key details to support the main ideas</li><li>• Make connections between information across the text and include this in an answer</li><li>• Discuss the themes or conventions from a chapter or text</li><li>• Identify themes across a wide range of writing</li></ul> <p><b>Vocabulary- ongoing</b></p> <ul style="list-style-type: none"><li>• Continue to use dictionaries to check the meanings of words they have read</li><li>• Identify words and phrases which are unknown</li><li>• Explore the meaning of words in context, confidently using a dictionary</li><li>• Discuss how the author's choice of language impacts the reader</li><li>• Evaluate the author's use of language and begin to explain how it has created an impact on the reader</li><li>• Investigate alternative word choices that could be made</li><li>• Begin to look at the use of figurative language</li><li>• Use a thesaurus to find synonyms for a larger variety of words</li><li>• 'Read around the word' and explore its meaning in the broader context of a section or paragraph</li></ul>
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Areas identified by PiXL Assessments - individual, group and whole class level





Sum 2	Full of Beans	<b>Balanced argument</b>  <i>Charlie and the Chocolate Factory</i> by Roald Dahl	<ul style="list-style-type: none"><li>• reading books that are structured in different ways and reading for a range of purposes</li><li>• 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</li><li>• identifying and discussing themes and conventions in and across a wide range of writing</li><li>• making comparisons within and across books</li><li>• 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</li><li>• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li><li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li><li>• predicting what might happen from details stated and implied</li><li>• identifying how language, structure and presentation contribute to meaning</li><li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li></ul>	<b>Review- VIPERS</b> Ensure all VIPERS skills have been covered and revisited as necessary Review and revise key reading skills that are areas of weakness for the cohort.
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Areas identified by PiXL Assessments - individual, group and whole class level



**YEAR 5-6 National Curriculum Objectives- READING**

**Reading - Word Reading**

On-going NC Objectives covered throughout

Pupils should be taught to:

- 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.

**Reading - Comprehension**

On-going NC Objectives covered throughout

Pupils should be taught to:

- maintain positive attitudes to reading and an 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
  - recommending books that they have read to their peers, giving reasons for their choices
- understand what they read by:
  - asking questions to improve their understanding
  - predicting what might happen from details stated and implied
  - summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
  - identifying how language, structure and presentation contribute to meaning
- 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