



# Year 5 Reading Overview - what are we teaching?

Through our reading curriculum, children will

- Develop their **phonic knowledge** so they can accurately decode words (*focused on within EYFS and KS1, continued through intervention*)
- Develop **fluency** in reading and be able to read with **tone and expression**
- Develop a **love of reading** and individual preferences for books and authors
- Be able to **talk confidently** about books and their opinion on what they have read
- Develop and extend their **vocabulary**
- Develop a **deep understanding** of what they have read
- Develop their **understanding of the world** through experiencing a wide range of different genres and authors

**Learning to talk about books**

*Children will learn to develop a love for reading through learning to*

- *Recommend books that they have read to their peers, giving reasons for their choices*
- *Make comparisons within and across books*
- *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 understanding of what they have read, including through formal presentations, and debates, maintaining a focus on the topic and using notes where necessary.*
- *Discuss different authors and their individual styles, including identifying their favourite authors and giving reasons for their opinions.*

## What should we be reading?

Children should...

- ◇ Continue to discuss an increasingly large range of **fiction, poetry, plays, non-fiction, reference books or text books.**
- ◇ Read books that are **structured in different ways** and read for a range of purposes.
- ◇ Increase their familiarity with a range of books, including **myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.**

**Performing** (could be taught through several skills: language, inference, whole text? Children could analyse a poem through the week and then perform it.)

- **Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.**
- **Learning a wider range of poetry by heart.**

**WORD READING**

Apply growing knowledge of root words, prefixes and suffixes. To read aloud and to understand the meaning of new words that they meet.

## Reading Skills

BIG 3: Retrieval	BIG 3: Inference	BIG 3: Language	MINI 4: Summarising	MINI 4: Predicting	MINI 4: Comparing	MINI 4: Whole text
Retrieve, record and present information from Non-fiction. Distinguish between statements of fact and opinion. Make notes effectively. Use knowledge of text structure to find information. Use text marking to highlight information.	Make inferences - e.g. I can infer a character's thoughts, feelings of emotions from their actions.  Use evidence to justify inferences.	Identify and comment on a writer's use of language for effect (using examples). Work out the meaning of tricky figurative language using different strategies. Work out the meaning of different words in context, using different strategies. Know how writers use grammatical features to impact on the reader.	Summarise main points from a text.	Use clues from the text to make predictions.	Make and explain the links between this text, other similar texts and my own knowledge and experiences.  Know the features of different types of stories.  Talk about similarities and differences between different versions of texts.	Work out the effect of the context on a text (e.g. when it was set, where it was set). Identify the purpose, structure and grammatical features of non-fiction texts and decide how effective they are.  Identify how the language and structure of a text help it make sense.



# Year 5 Reading Overview - how are we teaching it?

Through our reading curriculum, children will

- A. Develop their **phonic knowledge** so they can accurately decode words (*focused on within EYFS and KS1, continued through intervention in KS2 if required*)
- B. Develop **fluency** in reading and be able to read with **tone and expression**
- C. Develop a **love of reading** and individual preferences for books and authors
- D. Be able to **talk confidently** about books and their opinion on what they have read
- E. Develop and extend their **vocabulary**
- F. Develop a **deep understanding** of what they have read
- G. Develop their **understanding of the world** through experiencing a wide range of different genres and authors

All aims have equal weighting and all children will have access to a curriculum that covers these aspects.

E.g. SEN children in Year 6 may still be focusing on decoding and fluency, but will still experience rich texts with a range of vocabulary through reading lessons, class novels and book club texts

## Class Novel

Focus—C, D, E, G

Each class from Year 2-6 works on a class novel through the term. This forms the basis of their reading and writing work although classes are free to move away from the class novel to ensure that varied genres are covered, as well as to go with the interests of the children.

## Reading Plus

Focus—B & E

Computer based reading programme based around increasing children's reading fluency and reading speed. The programme regularly assesses children and tailors provision to their needs. Staff will monitor children's progress during these sessions and tailor support as required.

Children who are assessed as needing decoding rather than reading speed will work on a phonics intervention during this time.

## Sample Timetable

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Y5 9:00—9:45	Reading Lesson	Reading Lesson	Reading Lesson	Reading Plus	Reading Plus
Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
Y5 9:00—9:45	Reading Plus	Reading Plus	Reading Lesson	Reading Lesson	Reading Lesson

## Reading Lessons

Focus—B-G

Over a one or two week period children will work on deepening their understanding of a particular aspect of reading: inference, retrieval, language, comparing, whole text, predicting or summarising. Work and texts are differentiated according to children's ability and skills are selected based on ongoing assessment.

Children will finish each block with a chance to revisit and apply their understanding of all skills through mixed comprehension questions based on a previously unseen text.

## Reading for Enjoyment

Focus—B-G

At the end of the day teachers' share a book with the class. They will read a book together over a half term and books will be selected that are rich in vocabulary, give children access to a range of authors and build in difficulty. These sessions are an opportunity for staff to model reading with expression, discuss vocabulary and promote book talk with the children, skills they will be able to apply in all aspects of their reading lessons. It is also an opportunity for staff to discuss what the children are reading at home and recommend different books to challenge their independent reading.