

Reading Long Term Plan Year 5 2020-2021

National Curriculum Statutory Requirements						
<ul style="list-style-type: none"> * preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action * discussing words and phrases that capture the reader's interest and imagination * recognising some different forms of poetry [for example, free verse, narrative poetry] * understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> * checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context * asking questions to improve their understanding of a text * drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence * predicting what might happen from details stated and implied * identifying main ideas drawn from more than one paragraph and summarising these * identifying how language, structure, and presentation contribute to meaning * retrieve and record information from non-fiction * participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. * Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. 						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
National Curriculum coverage	Pupils should have opportunities to listen frequently to stories, including whole books and not just extracts					
	Participate in discussion <i>Good over evil</i> Discuss vocabulary used to capture readers' interest and imagination. To identify themes and conventions in a wide range of books.	Participate in discussion <i>Good over evil</i> Discuss vocabulary used to capture readers' interest and imagination. To identify themes and conventions in a wide range of books.	Participate in discussion <i>Good over evil</i> Discuss vocabulary used to capture readers' interest and imagination. To identify themes and conventions in a wide range of books.	Participate in discussion <i>Folk tales/magical devices in fairy story</i> Discuss vocabulary used to capture readers' interest and imagination. To identify themes and conventions in a wide range of books.	Participate in discussion <i>Folk tales/magical devices in fairy story</i> Discuss vocabulary used to capture readers' interest and imagination. To identify themes and conventions in a wide range of books.	Participate in discussion <i>Good over evil</i> Discuss vocabulary used to capture readers' interest and imagination. To identify themes and conventions in a wide range of books.
The One O'clock Club	The Subtle Knife By Phillip Pulman	Wolf Brother By Michelle Paver	Room 13 Robert Swindells	The Graveyard Book By Neil Gaiman	Varjak Paw S F Said	Malamander Thomas Taylor

National Curriculum coverage	<p>Discuss vocabulary used to capture readers' interest and imagination.</p> <p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p>To justify predictions from details stated and implied.</p> <p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p> <p>Preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Retrieve and record information from non-fiction</p>					
Text Reading Comprehension	<p><u>Classics</u></p> <p>Little Women by Louisa May Alcott</p> <p>Nicholas Nickleby by Charles Dickens</p> <p>Oliver Twist by Charles Dickens</p> <p>The night Before</p> <p>Christmas by CC Moore</p> <p>CC Moore - Biography</p> <p>Meeting Great-Aunt Dymphna</p> <p>The Power of Advertising</p> <p>The Body in the Greenhouse</p> <p>Game Ranger Diaries</p>	<p><u>Classics</u></p> <p>Tess of the D'Urbervilles by Thomas Hardy</p> <p>A Tale of Two Cities - Charles Dickens</p> <p>In Flanders Fields - John McCrae</p> <p>The Hobbit by JRR Tolkien</p> <p>JRR Tolkien - Biography</p> <p>Miss Slighcarp</p> <p>An Egyptian Treasure</p> <p>Oliver asks for more</p> <p>How to download photographs on to your desktop</p> <p>Expressing an opinion</p>	<p><u>Classics</u></p> <p>Wuthering Heights by Emily Bronte</p> <p>Moby Dick - Herman Melville</p> <p>Tyger, Tyger - William Blake</p> <p>The Railway Children by Edith Nesbit</p> <p>Edith Nesbit - Biography</p> <p>Walkabout</p> <p>Sail Away to the holiday of your dreams</p> <p>Trick or Treat</p> <p>The diary of Lord Ambrose Pagett</p>	<p><u>Classics</u></p> <p>Great Expectations by Charles Dickens</p> <p>Stopping by Woods on a Snowy Evening - Robert Frost</p> <p>Tintin and The Blue Lotus by Herge</p> <p>Herge - Biography</p> <p>The Sword in the Stone</p> <p>Outlaw Sunbeds</p> <p>Oliver and the Undertaker</p> <p>How to set an alarm on a mobile phone</p> <p>Letter of complaint</p>	<p><u>Classics</u></p> <p>Dracula by Bram Stoker</p> <p>The Moonstone - Wilkie Collins</p> <p>The Lady of Shalott - Alfred Lord Tennyson</p> <p>The Arabian Nights by Andrew Lang</p> <p>Andrew Lang - Biography</p> <p>Snowfall</p> <p>You are what you eat</p> <p>Wolfman</p> <p>Topleigh Manor</p>	<p><u>Classics</u></p> <p>Descent into Maelstrom by Edgar Allan Poe</p> <p>The Maltese Falcon - Dashiell Hammett</p> <p>Beowulf</p> <p>The Jungle Book by Rudyard Kipling</p> <p>Rudyard Kipling - Biography</p> <p>A New School</p> <p>Houdini does it again</p> <p>Oliver meets the Artful Dodger</p> <p>The Valley of the Kings</p> <p>Hi Max!</p>

Focus	<p>Classics Biography Characters' points of view Information How settings create atmosphere Diary</p>	<p>Classics Biography Characters' points of view Journalistic style - newspaper Playscripts Instructions Letter</p>	<p>Classics Biography Characters' points of view Information How settings create atmosphere Diary</p>	<p>Classics Biography Characters' points of view Journalistic style - newspaper Playscripts Instructions Letter Whole school performance</p>	<p>Classics Biography Characters' points of view Information How settings create atmosphere Information</p>	<p>Classics Biography Characters' points of view Journalistic style - newspaper Playscripts Explanation Letter</p>
<p>Cross curricular skills To read for a range of purposes. To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently. To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.</p>						