

Reading Medium Term Plan Year Five

Objectives addressed over time/ in every reading lesson:

Word Reading:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Comprehension

- develop positive attitudes to reading and understanding of what they read by:
 - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- 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.

Year 5 – Reading Medium Term Plan					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Storytime Texts: Book 1: The Highland Falcon Thief, MG Leonard and Sam Sedgman Book 2: Class vote including The California Comet, Twitch MG Leonard and other quality texts selected by the teacher.	Storytime Texts: Book 1: Floodland, Marcus Sedgewick Book 2: Rumblestar, Abi Elphinstone	Storytime: Book 1: Boy in the Tower, Polly Ho Yen Book 2: Class vote- include another dystopian novels such as The Last Wild, Piers Torday	Storytime: Book 1: The Wreck of the Zanzibar, Michael Morpurgo Book 2: Class vote presenting a selection of contemporary fiction such as Front Desk, Kelly Yang, Skandar AF Steadman and other contemporary fiction of the teacher's choice using knowledge of class reading preferences.	Storytime: Book 1: The Explorer, Katherine Rundell Book 2: Class vote from a selection of contemporary and classic fiction using the teacher's knowledge of class reading preferences.	Storytime: Book 1: The Closest Thing to Flying, Gill Lewis Book 2: Teacher's own choice of quality text.
<i>Note: Reading for Pleasure lessons should be spaced out across a half term, not blocked.</i>					
Reading for Pleasure: Objective: <ul style="list-style-type: none"> • recommending books that they have read to their peers, giving reasons for their choices <p>1 lesson- reading pupil survey to get to know the children as readers.</p> <p>2-3 x lesson devoted to a 'book group' - children to share a recommendation in a group, completing a recommendation sheet.</p> <p>1 x lesson devoted to a book sampling/cafe or vote to select a</p>	Reading for Pleasure: Objective: <ul style="list-style-type: none"> • recommending books that they have read to their peers, giving reasons for their choices <p>1 x lesson devoted to a 'book group' - children to share a recommendation in a group, completing a recommendation sheet.</p> <p>1 x lesson devoted to a book sampling/cafe or vote to select a story. Children to record their reasons for their preferred book choice.</p> <p>1 x reading profile</p>	Reading for Pleasure: Objective: <ul style="list-style-type: none"> • recommending books that they have read to their peers, giving reasons for their choices <p>1 x lesson devoted to a 'book group' - children to share a recommendation in a group, completing a recommendation sheet.</p> <p>1 x lesson devoted to a book sampling/cafe or vote to select a story. Children to record their reasons for their preferred book choice.</p>	Reading for Pleasure: Objective: <ul style="list-style-type: none"> • recommending books that they have read to their peers, giving reasons for their choices <p>1 x lesson devoted to a 'book group' - children to share a recommendation in a group, completing a recommendation sheet.</p> <p>1 x lesson devoted to a 'silent book club'. This could be carried out in the classroom, outdoors or the library.</p>	Reading for Pleasure: Objective: <ul style="list-style-type: none"> • recommending books that they have read to their peers, giving reasons for their choices <p>1 x lesson devoted to a 'book group' - children to share a recommendation in a group, completing a recommendation sheet.</p> <p>1 x lesson devoted to a 'silent book club'. This could be carried out in the classroom, outdoors or the library.</p> <p>1 x reading profile</p>	Reading for Pleasure: Objective: <ul style="list-style-type: none"> • recommending books that they have read to their peers, giving reasons for their choices <p>1 x lesson devoted to a 'book group' - children to share a recommendation in a group, completing a recommendation sheet.</p> <p>1 x lesson devoted to a book reflecting on the books shared this year, this could be as a reading river, book of the year vote or other form of reflection.</p>

story. Children to record their reasons for their preferred book choice. 1 x reading profile					
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Unit 1

<p>Word Per Minute Fluency Assessment Checklist</p>	<p>Narrative: Floodland, Marcus Sedgewick</p> <p>Focus: setting</p> <p>Length of unit: 10 days</p> <p>Objectives:</p> <ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Know how authors use language and other techniques to create the specific effects of empathy and negativity drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<p>Classic Poetry: The Listeners, Walter De La Mare (The Works Key Stage 2) and The Watchers, Joseph Coelho (From Overheard in a Tower Block or Children's Poetry Archive).</p> <p>Focus: Comparing themes</p> <p>Length of unit: 7 days</p> <p>Objectives:</p> <ul style="list-style-type: none"> learning a wider range of poetry by heart 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 discuss and evaluate how authors use language, including figurative language, considering the impact on the reader making comparisons within and across books Compare texts on the same topic drawing conclusions about the effectiveness of each. 	<p>KWP Key author: The Wreck of the Zanzibar, Michael Morpurgo</p> <p>Focus: character</p> <p>Length of unit: 10 days</p> <p>Objectives:</p> <ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence discuss and evaluate how authors use language, including figurative language, considering the impact on the reader making comparisons within and across books 	<p>British Heritage Literature: Shakespeare, A Midsummer Nights' Dream, Act 1 Scene 1</p> <p>See: https://www.rsc.org.uk/shakespeare-learning-zone/a-midsummer-nights-dream/language/the-opening-scene</p> <p>Objectives:</p> <ul style="list-style-type: none"> Before and after reading Shakespeare: make informed opinions based on wider reading and be prepared to adapt these (Will you enjoy/understand it?) asking questions to improve their understanding identifying and discussing themes and conventions in and across a wide range of writing 	<p>Narrative: The Closest Thing to Flying, Gill Lewis, Chapter 8</p> <p>Focus: Sympathy and Negativity</p> <p>Length of unit: 10 days</p> <p>Objectives:</p> <ul style="list-style-type: none"> identifying and discussing themes and conventions in and across a wide range of writing drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Know how authors use language and other techniques to create the specific effects of sympathy and negativity
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Unit 2

<p>Narrative: The Highland Falcon Thief MG Leonard and Sam Sedgeman, chapter 4</p> <p>Focus: Character Length of unit: 10 days</p> <p>Objectives:</p> <ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Know how authors use language and other techniques to create the specific effects of empathy and negativity • predicting what might happen from details stated and implied • provide reasoned justifications for their views. 	<p>Non- Narrative: Floods: Nature Unleashed</p> <p>Focus: Word meaning Length of unit: 10 days</p> <p>Objectives:</p> <ul style="list-style-type: none"> • summarizing the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • identifying how language, structure and presentation contribute to meaning • 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 • retrieve, record and present information from non-fiction 	<p>Narrative: Boy in the Tower, Polly Ho Yen and Floodland, Marcus Sedgewick</p> <p>Focus: Comparison Length of unit: 10 days</p> <p>Objectives:</p> <ul style="list-style-type: none"> • making comparisons within and across books • asking questions to improve their understanding • summarizing the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • Compare texts on the same topic drawing conclusions about the effectiveness of each. 	<p>Non-narrative: Climate Change, DK Eyewitness</p> <p>Focus: Summarising Length of unit: 10 days</p> <p>Objectives:</p> <ul style="list-style-type: none"> • summarizing the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • identifying how language, structure and presentation contribute to meaning • 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 • retrieve, record and present information from non-fiction 	<p>Narrative: The Explorer, Katherine Rundell (Chapter 2 The Green Dark) Independent: Extract from Journey to River Sea, Eva Ibbotson, Chapter 7 pages 95-97</p> <p>Focus: setting/mood/tone Length of unit: 10 days</p> <p>Objectives:</p> <ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • Know how authors use language and other techniques to create the specific effects of empathy, sympathy and negativity • 	<p>Non-narrative: Illuminatomy</p> <p>Focus: language/structure/presentation Length of unit: 10 days</p> <p>Objectives:</p> <ul style="list-style-type: none"> • summarizing the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • identifying how language, structure and presentation contribute to meaning • 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 • retrieve, record and present information from non-fiction
<p>Unit 3</p>					

<p>Non-narrative: Epic Adventures, Sam Sedgman</p> <p>Length of unit: 10 days Focus: Summarising and finding main ideas</p> <p>Objectives:</p> <ul style="list-style-type: none"> summarizing the main ideas drawn from more than one paragraph, identifying key details that support the main ideas retrieve, record and present information from non-fiction 	<p>Picture Book: Town Is By The Sea- Joanne Schwartz</p> <p>Focus: Themes Length of unit: 10 days</p> <p>Objectives:</p> <ul style="list-style-type: none"> provide reasoned justifications for their views. asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Compare texts on the same topic (compare themes of living adjacent to water in Floodland and Town in by the Sea). 	<p>Non-narrative: Objectives: Boats Fast and Slow</p> <p>Length of unit: 10 days Focus: Presenting information retrieved from texts (oral presentations)</p> <ul style="list-style-type: none"> retrieve, record and present information from non-fiction 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 	<p>Narrative: Maybe football is exciting, a short story by Tom Palmer</p> <p>Focus: Character Length of unit: 10 days</p> <ul style="list-style-type: none"> distinguish between statements of fact and opinion drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence summarizing the main ideas drawn from more than one paragraph, identifying key details that support the main ideas 	<p>Non-narrative: Rainforests (selection of texts including opinion pieces and Amazon)</p> <p>Length of unit: 10 days Focus: Fact and opinion</p> <p>Objectives:</p> <ul style="list-style-type: none"> distinguish between statements of fact and opinion retrieve, record and present information from non-fiction 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 	<p>Picture book: The Woman who Turned Children into Birds, David Almond and Laura Carlin and King of the Sky, Nicola Davies and Laura Carlin</p> <p>Focus: Character/authorial intent Length of unit: 10 days</p> <p>Objectives:</p> <ul style="list-style-type: none"> summarizing the main ideas drawn from more than one paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning Compare texts on the same topic drawing conclusions about the effectiveness of each. Know how authors use language and other techniques to create the specific effects of sympathy and negativity
<p>Word Per Minute Fluency Assessment Checkpoint</p>		<p>Word Per Minute Fluency Assessment Checkpoint</p>		<p>Word Per Minute Fluency Assessment Checkpoint</p>	

Note: Underlining indicates an aspect to focus on in that unit.

Progression in Sentence Stems:

Objective	Sentence stem
recommending books that they have read to their peers, giving reasons for their choices	I recommend this for ___ because...
identifying and discussing themes and conventions in and across a wide range of writing	The theme of this page/chapter/ book is... I am intrigued by this theme because...
making comparisons within and across books	This is the same/different to ___ because... The character has changed from ___ to ___ because...
asking questions to improve their understanding	I wonder if... What puzzles me is...
drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	The action _____ suggests the character feeling/ thinking... The action ___ suggests the character's motive is to... This action suggests... The impression character's action gives is...

predicting what might happen from details stated and implied	The stated detail _____ suggests... The implied detail... suggests...
summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas	This page is about... The first paragraph is about... The second paragraph is about...
identifying how language, structure and presentation contribute to meaning	The word _____ means... The structure of this page suggests... The presentation of this page suggests... The layout of this page help the reader understand that...
Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader: metaphor, simile, empathy, sympathy, negativity.	This _____ suggests... This _____ gives the impression that... This _____ is/isn't effective because.... This _____ impacts on the reader by suggesting that they feel/ think....
distinguish between statements of fact and opinion	This statement is a _____ because...
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	I like... I dislike... It reminds me of... I wondering about... I'm puzzled by...
provide reasoned justifications for their views	My reason for this is... My evidence for this is... The word / phrase means...