

## Reading Overview Year 5



Term	Reading Objectives to be covered	Texts/ genres used	Literacy Links	Topic Links
Autumn 1	<p>Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling</p> <p>Understand what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Understand what he/she reads by asking questions to improve his/her understanding of complex texts</p> <p>Understand what he/she reads independently by identifying main ideas drawn from more than one paragraph and summarise these</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by 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</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within a book</p> <p>Retrieve, record and present information from non-fiction</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by 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</p> <p>Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied</p>	<p>Roald Dahl extracts:</p> <ul style="list-style-type: none"> <li>• James and the Giant Peach</li> <li>• The Witches</li> <li>• The BFG</li> </ul> <p>Narnia</p> <p>Usain Bolt Biography</p> <p>Roald Dahl biography</p> <p>Extracts from various autobiographies</p> <p>The Highway Man</p> <p>The Red Tree</p>	<p>Portal story unit</p> <p>Biography unit</p>	

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<p><b>Autumn</b> <b>2</b></p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by 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</p> <p>Retrieve, record and present information from non-fiction</p>	<p>Flanders Fields</p> <p>The Long Road to Freedom</p> <p>Beowulf</p> <p>The Hellion</p> <p>Science texts based on mammals, amphibians, birds and insects.</p>	<p>Myth &amp; Legend literacy topic</p> <p>Reports linked to literacy report unit.</p>	<p>Remembrance day</p> <p>Black History Month</p> <p>Science- Living things and their habitats.</p>

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Spring 1	<p>Maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for his/her choices.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in writing.</p> <p><i>I can ask sensible and interesting questions about the texts to help me understand them more.</i></p> <p>Understand what he/she reads by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied.</p> <p><i>I can tell the difference between statements of fact and opinion.</i></p>	<p>Persuasive argument</p> <p>Journey to the River Sea</p> <p>The Visit (model text)</p>	<p>Persuasive writing</p> <p>Book Review</p> <p>Suspense writing</p>	

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Spring 2	<p><i>I can discuss and compare events, issues and characters within a book.</i></p> <p><i>Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context.</i></p> <p><i>Understand what he/she reads by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</i></p> <p><i>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</i></p> <p><i>I can find and write down facts and information from non-fiction texts.</i></p> <p><i>I can tell the difference between statements of fact and opinion.</i></p>	Journey to the River sea	Diary entry  Discussion text	Geography- Amazon Rainforest