

# Year 5 Reading Curriculum Map

Autumn Term	Spring Term	Summer Term
<b>National Curriculum- Word Reading</b>		
Apply their growing knowledge of root words, prefixes and suffixes ( etymology and morphology)both to read aloud and to understand the meaning of the new words they meet.		
Attention to paid to new vocabulary- both a word's meaning(s) and its correct punctuation		
<b>National Curriculum- Comprehension</b>		
<b>Maintain positive attitudes to reading and understanding of what they read by:</b>		<b>Understand what they read by:</b>
Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks		Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
Reading books that are structured in different ways and reading for a range of purposes		Asking questions to improve their understanding
Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from out literary heritage and books from other cultures and traditions.		Drawing inference such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Recommending books that they have read to their peers, giving reasons for their choices		Predicting what might happen from details stated and implied
Identifying and discussing themes and conventions in and across a wide range of writing		Summarising the main ideas drawn from more than one paragraph identifying key details that support the main ideas
Making comparisons within and across books		Identifying how language, structure and presentation contribute to meaning
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		
<b>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</b>		
<b>Distinguish between statements of fact and opinion</b>		
<b>Retrieve ,record and present information from non-fiction</b>		
<b>Participate in discussion 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</b>		
<b>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</b>		
<b>Provide reasoned justifications for their views</b>		
<b>Freshstart</b>		
Will be used as a ' catch-up' programme for those children new to English . An adapted version of RWI and Freshstart techniques will be used for those children still needing input with their phonetical knowledge.		
<b>Spytime</b>		
Can skim and scan to identify key ideas in text.	Can talk about the author's choice of language and its effect on the reader in nonfiction texts (e.g. 'foul felon' in a newspaper report about a burglary).	Can talk with friends about books and listen to the opinions of others, in order to share book recommendations and widen understanding of the world.
Can use knowledge of text structure to locate information (e.g. use appropriate heading and sub-heading in non-fiction, find relevant paragraph / chapter in fiction).	Can locate information quickly and effectively from a range of sources by using techniques such as text marking and using indexes.	In most standard-appropriate texts, can discuss how and why the text affects the reader and refer back to the text to back up a point of view.
Can quote directly from the text to answer questions.	Can refer to the text to support opinions and predictions. (Sum up what you have to find / discuss / think about; make your point / state your thoughts and ideas; find evidence in and / or around the text to support your views.)	Can understand that figurative language creates images.
Can clarify the meanings of ambitious words and / or phrases in context (appropriate level / standard text	Can identify and discuss the various features of fiction genres (e.g. science fiction, adventure, mystery etc	Can discuss the work of some established authors and knows what is special about their work.
Can read between the lines, using clues from action, dialogue and description to interpret meaning and / or explain what characters are thinking / feeling and the way they act	Can use inference and deduction skills to discuss messages, moods, feelings and attitudes using the clues from the text.	Can justify preferences in terms of authors' styles and themes
Can explore alternatives that could have occurred in texts (e.g. a different ending), referring to text to justify their ideas.	Can compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution.	Can infer and deduce meaning based on evidence drawn from different points in the text.
Can understand and explain different characters' points of view.	Can compare and talk about the structures and features of a range of non-fiction texts	Can talk about how a character could be seen in different ways, depending on how the author chooses to portray them.
Can infer meaning, using evidence from the text and wider experiences.	Can identify the ways in which paragraphs are linked (e.g. use of connecting adverbs, pronouns for character continuity).	Can refer to the text to support opinions and elaborate. (Sum up what you have to find / discuss / think about; make your point / state your thoughts and ideas; find evidence in and / or around the text to support your views; clarify your thinking by elaborating on

		and justifying your views, using additional evidence and linking to wider knowledge / experiences.)
Can recognise the different text features within a variety of mixed-genre texts.	Can identify the point of view from which a story is told and how this affects the reader's response (e.g. author's bias	
Can identify and explain the difference between fact and opinion	Can discuss how an author builds a character through dialogue, action and description.	
Can talk about the effects of different words and phrases to create different images and atmosphere (e.g. powerful verbs, descriptive adjectives and adverbs).	Can identify relationships between characters, explaining the effects this has on the reader (e.g. how characters behave in different ways as they interact with different people and/or different settings).	
<b>Fluency</b>		
100-110 + Words per Minute with Intonation at Silver Secure	110-120+ Words per minute from Dark Blue Band	110-120+ Words per minute with intonation from Dark Blue Band
Can read a range of standard appropriate texts fluently and accurately.		Can read aloud with pace, fluency and expression, taking punctuation and author's intent into account.
<b>Book Band and Home reading</b>		
Free Choice	Free Choice	Free Choice