Reading Curriculum

Year 5		
Autumn	Spring	Summer
Local Study – The (Hi) Story of our Town	Ancient Egyptians	The Space Age

There are **8 themes** of learning within the Reading Curriculum for all year groups, outlined below.

Within each theme there are **key strands** to break the learning down and give you an understanding of what it means.

There are then **specific objectives** as to what **you need to teach** and what **children need to learn**. These are pitched at expected standards.

Theme 1. Develop positive attitudes to reading	**Strands:** - Take pleasure in reading - Read independently and in groups. Enjoy listening to books read to them - Discuss books: Participate in discussion about what is read to them, taking turns and listening to what others say - Extend their range of reading	**Theme 2. Skills and strategies to read for understanding**	**Strands:** - Use prior knowledge to support understanding - Check that books make sense to them - Ask questions to improve their understanding - Skim, scan and read closely - Use strategies to locate or infer the meaning of unfamiliar words - Annotate text - Visualise their understanding of what they read - Make predictions - Summarise understanding - Adapt reading strategies for different purposes or according to the text type
	Objectives: 1.1 - Read favourite authors and choose books to read on the recommendation of others 1.2 - Talk about books referring to details and examples in the text 1.3 - Plan personal reading goals which reflect their interests and extend their range		**Objectives:** 2.1 - Use background knowledge or information about the topic or text type to establish expectations about a text. Compare what is read to what was expected. 2.2 - Locate information accurately through skimming to gain an overall sense of the text. 2.3 - Use the skills of skimming and scanning to identify sections of text to read more carefully and re-read/ read on as appropriate. 2.4 - Give increasingly precise explanations of word meanings that fit with the context of the text they are reading.

			2.5 - Make regular and increasingly plausible predictions as they read, modifying their ideas as they read the next part of the text.
			2.6 - Make regular, brief summaries of what they've read, identifying the key points.
			2.7 - Summarise a complete short text or substantial section of a text.
			2.8 - Summarise what is known about a character, event or topic, explain any inferences and opinions by reference to the text.
			2.9 - Apply the range of reading strategies to different reading tasks or circumstances, e.g. skimming a text to gain an overview, slow careful reading and re-reading to grapple with the meaning of a poem, presentation skills in order to perform it
Theme 3. Understanding vocabulary used in texts	**Strands:** - Build a wide vocabulary - Use a dictionary effectively - Use strategies to locate or infer the meaning of unfamiliar words (also included in the Skills and Strategies strand)	**Theme 4. Express, record and present their understanding**	**Strands:** - Develop and express their understanding - Answer questions about a text and record their understanding - Justify their ideas about a text - Annotate the text to support understanding - Demonstrate understanding of stories, poetry and plays through retelling and reciting orally
	Objectives: 3.1 - Use dictionaries effectively to locate word meanings and other information about words, e.g. by using alphabetical order, understanding abbreviations, determining which definition is the most relevant to the context. 3.2 - Identify when they do not understand the vocabulary used in a text and need to clarify the meaning.		**Objectives:** 4.1 - Discuss and comment on texts, and present their ideas in appropriate and helpful formats. 4.2 - Use different formats to capture, record and explain information about what they have read, e.g. flow charts, for and against columns, matrices and charts of significant information. 4.3 - Recognise different types of comprehension questions (retrieval/ inferential) and know whether the information required to answer will be explicitly stated or implied in the text. 4.4 - Answer questions by explaining their ideas orally and in writing, including questions requiring open- ended responses. 4.5 - Identify and summarise evidence from a text to support a hypothesis.

| | | | 4.6 - Annotate a text to identify to identify key information or identify elements. |
| | | | 4.7 - Read, rehearse, evaluate and modify a performance of a story, poem or play script to convey meaning and emotion. |

Theme 5. Understand the whole text	**Strands:** - Identify main ideas and themes in a wide range of books and understand how these are developed over a text - Identify how structure and presentation contribute to meaning - Make comparisons within and across texts - Identify how language contributes to meaning - Evaluate the text	**Theme 6. Retrieve information from texts**	**Strands:** - Retrieve and record information from texts - Retrieve the meaning of unfamiliar vocabulary where this is explained in the text - Identify how language, structure and presentation contribute to meaning - Ask retrieval questions about a text - Distinguish between fact and opinion
	Objectives: 5.1 - Identify how ideas and themes are explored and developed over a text, e.g. how a story opening can link to its ending or how characters change over a narrative. 5.2 - Identify the features of different non-fiction text, including content, structure, vocabulary, style, layout and purpose, e.g. recounts, instructions, explanations, persuasive writing and argument. 5.3 - Read poems by significant poets and identify what is distinctive about the style or presentation of their poems. 5.4 - Compare the way that ideas or themes are presented in different texts or in different versions (including in other media, e.g. film) of the same text. 5.5 - Discuss the meaning of figurative language (metaphors and similes) and idiomatic words and phrases used in a text, beginning to explain the purpose and impact of such choices. 5.6 - Investigate how writers use words and phrases for effect, e.g. to persuade, to convey feelings, to entice a reader to continue.		**Objectives:** 6.1 - Establish what is known about characters, events and ideas in narrative and non-fiction texts, retrieving details and examples from the text to back up their understanding or argument. 6.2 - Locate information confidently and efficiently, using the full range of features of the information text being read, including information presented graphically. 6.3 - Use a range of strategies, including the context and where necessary a dictionary, to make sense of the words used in a text. 6.4 - Distinguish between fact, opinion and fiction in different texts, e.g. biography, autobiography, argument.
Theme 7. Inferential understanding	**Strands:** - Infer from what characters say and do - Predict what might happen	**Theme 8. Reading to find out**	**Strands:** - Retrieve and record information from non-fiction texts - Ask questions to find out - Identify how the structure and presentation of non-fiction texts contributes to meaning

- Identify how language … contribute(s) to meaning: How meaning is conveyed through the writer's language choices - Ask inferential questions - Adapt reading strategies in order to make inferences	- Identify how language …contributes to meaning - Apply strategies for reading non-fiction texts
Objectives: 7.1 - Understand what is implied about characters and make judgements about their motivations and attitudes from the dialogue and descriptions. 7.2 - Identify and discuss idiomatic phrases, expressions and comparisons (metaphors, similes and embedded metaphors) met in texts, considering why authors might have used them. 7.3 - Link what they read to what they know (prior knowledge and experience), their knowledge of texts, and to what they have read in previous sections, to make inferences and deductions. 7.4 - Know how to gain a rapid overview of a text, e.g. by skimming and scanning, and how and when to read slowly and carefully. 7.5 - Summarise their current understanding at regular intervals when reading an extended text.	**Objectives:** 8.1 - Locate information confidently and efficiently, using the full range of features of the information text being read, including information presented graphically. 8.2 - Use different formats to capture, record and explain information about what they have read, e.g. flow charts, for and against columns, matrices and charts of significant information. 8.3 - Prepare for research by identifying what they already know and what they need to find out. 8.4 - Identify the features of different non-fiction texts, e.g. recounts, instructions, explanations, persuasive writing and argument, including content, structure, vocabulary, style, layout and purpose. 8.5 - Clarify unfamiliar vocabulary met in information texts. 8.6 - Apply the range of reading strategies to reading information texts i) thinking about what they already know; ii) skimming to gain an overall sense of the text; iii) scanning to locate specific information; iv) close reading to develop understanding; v) text marking. 8.7 - Distinguish between fact, opinion and fiction in different texts, e.g. biography, autobiography, argument.