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| **Year 5 Reading Medium Term Plan** | | |
| **Autumn 1 – Beowulf and Grendell (Michael Morpurgo)** | | |
| **Skills** | **Objectives**  **(Word Reading)** | **What should be seen in the classroom?** |
| **Phonics and decoding** | To apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. | - Daily individual reading if needed (TA supported)  -Differentiated groups for Guided Reading, whereby any child below their reading age is having intervention, and where children above expected are being moved on. Book banded books used to develop fluency skills, to provide the wide range of texts and for teacher to promote comprehension skills through guided and independent reading opportunities  - Word Walls recording key vocabulary that has been clarified and needs to ‘stick’  -Daily story time  -Links to spelling |
| **Common Exception Words/ HFW** | To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. |
| **Fluency** | At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary. |

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| **Skills** | **Objectives** | **What should be seen in the classroom?** |
| **Understanding and correcting inaccuracies** | To check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.  To ask questions to improve their understanding. | -Daily individual reading (TA supported)  -Daily story time  -Use of Bug Club  - Daily whole class Reading Mastery lessons, with teachers working with a focus group to develop skills weekly  - Teacher supporting Core Text with supplementary texts to provide opportunities to compare and contrast where possible.  - Working Walls recording key discussion points and sentence stems  -Recommending books that they have read to their peers, giving reasons for their choices Participate in discussions about books, building on their own and others’ ideas and challenging views courteously  -Think Aloud approach – *‘It makes me think that…’ ‘When I look at this image, I see…’ ‘When I read that sentence/word, I imagine…’* |
| **Connecting and becoming familiar with texts** | To continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.  To read books that are structured in different ways and reading for a range of purposes  To make comparisons within and across books.  To increase 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  To identify and discuss themes and conventions in and across a wide range of writing. |
| **Non Fiction** | To distinguish between statements of fact and opinion.  To retrieve, record and present information from non-fiction texts. |
| **Poetry and Performance** | To learn a wide range of poetry by heart.  To prepare 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 |
| **Skills**  ***(focused task in books)*** | **Comprehension (VIPERS)**  *In books:*   * One task in books based on applying skill being taught * One independent task in books applying VIPERS skills | **Question Stems**  *(Task examples for books)* |
| **Week 1**  **Vocabulary** | To explore the meaning of words in context. | • What do the words ...... and ...... suggest about the character, setting and mood?  • Which word tells you that....?  • Which keyword tells you about the character/setting/mood?  • Find one word in the text which means......  • Find and highlight the word that is closest in meaning to.......  • Find a word or phrase which shows/suggests that....... |
| **Week 2**  **Inference** | To ask and answer questions appropriately, including inference questions based on characters’ feelings, thoughts and motives.  To provide reasoned justifications for my views. | Find and copy a group of words which show that...  • How do these words make the reader feel? How does this paragraph suggest this?  • How do the descriptions of ...... show that they are ........ ?  • How can you tell that...... ?  • What impression of ...... do you get from these paragraphs?  • What voice might these characters use?  • What was .... thinking when..... ?  • Who is telling the story? |
| **Week 3**  **Prediction** | To predict what might happen from details stated and implied | • From the cover what do you think this text is going to be about?  • What is happening now? What happened before this? What will happen after?  • What does this paragraph suggest will happen next? What makes you think this?  • Do you think the choice of setting will influence how the plot develops?  • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text. |
| **Week 4**  **Explanation** | To identify how language, structure and presentation contribute to meaning.  To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader | • Why is the text arranged in this way?  • What structures has the author used?  • What is the purpose of this text feature?  • Is the use of ..... effective?  • The mood of the character changes throughout the text. Find and copy the phrases which show this.  • What is the author’s point of view?  • What effect does ..... have on the audience?  • How does the author engage the reader here?  • Which words and phrases did ..... effectively?  • Which section was the most interesting/exciting part?  • How are these sections linked? |
| **Week 5**  **Retrieval** | To distinguish between statements of fact and opinion.  To retrieve, record and present information from non-fiction texts. | How would you describe this story/text? What genre is it? How do you know?  • How did...? How often...? Who had...? Who is...? Who did....?  • What happened to...?  • What does.... do?  • How ..... is ........?  • What can you learn about ...... from this section?  • Give one example of......  • The story is told from whose perspective? |
| **Week 6**  **Sequence/summarise** | To summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas. | • Can you number these events 1-5 in the order that they happened?  • What happened after .......?  • What was the first thing that happened in the story?  • Can you summarise in a sentence the opening/middle/end of the story?  • In what order do these chapters occur in the story? |

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| **Year 5 Reading Medium Term Plan** | | |
| **Autumn 2 – How to Train Your Dragon (Cressida Cowell)** | | |
| **Skills** | **Objectives**  **(Word Reading)** | **What should be seen in the classroom?** |
| **Phonics and decoding** | To apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. | - Daily individual reading if needed (TA supported)  -Differentiated groups for Guided Reading, whereby any child below their reading age is having intervention, and where children above expected are being moved on. Book banded books used to develop fluency skills, to provide the wide range of texts and for teacher to promote comprehension skills through guided and independent reading opportunities  - Word Walls recording key vocabulary that has been clarified and needs to ‘stick’  -Daily story time  -Links to spelling |
| **Common Exception Words/ HFW** | To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. |
| **Fluency** | At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary. |

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| **Skills** | **Objectives** | **What should be seen in the classroom?** |
| **Understanding and correcting inaccuracies** | To check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.  To ask questions to improve their understanding. | -Daily individual reading (TA supported)  -Daily story time  -Use of Bug Club  - Daily whole class Reading Mastery lessons, with teachers working with a focus group to develop skills weekly  - Teacher supporting Core Text with supplementary texts to provide opportunities to compare and contrast where possible.  - Working Walls recording key discussion points and sentence stems  -Recommending books that they have read to their peers, giving reasons for their choices Participate in discussions about books, building on their own and others’ ideas and challenging views courteously  -Think Aloud approach – *‘It makes me think that…’ ‘When I look at this image, I see…’ ‘When I read that sentence/word, I imagine…’* |
| **Connecting and becoming familiar with texts** | To continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.  To read books that are structured in different ways and reading for a range of purposes  To make comparisons within and across books.  To increase 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  To identify and discuss themes and conventions in and across a wide range of writing. |
| **Non Fiction** | To distinguish between statements of fact and opinion.  To retrieve, record and present information from non-fiction texts. |
| **Poetry and Performance** | To learn a wide range of poetry by heart.  To prepare 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 |
| **Skills**  ***(focused task in books)*** | **Comprehension (VIPERS)**  *In books:*   * One task in books based on applying skill being taught * One independent task in books applying VIPERS skills | **Question Stems**  *(Task examples for books)* |
| **Week 1**  **Vocabulary** | To explore the meaning of words in context.  To apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. | • What do the words ...... and ...... suggest about the character, setting and mood?  • Which word tells you that....?  • Which keyword tells you about the character/setting/mood?  • Find one word in the text which means......  • Find and highlight the word that is closest in meaning to.......  • Find a word or phrase which shows/suggests that....... |
| **Week 2**  **Inference** | To ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives.  To provide reasoned justifications for my views. | Find and copy a group of words which show that...  • How do these words make the reader feel? How does this paragraph suggest this?  • How do the descriptions of ...... show that they are ........ ?  • How can you tell that...... ?  • What impression of ...... do you get from these paragraphs?  • What voice might these characters use?  • What was .... thinking when..... ?  • Who is telling the story? |
| **Week 3**  **Prediction** | To predict what might happen from details stated and implied | • From the cover what do you think this text is going to be about?  • What is happening now? What happened before this? What will happen after?  • What does this paragraph suggest will happen next? What makes you think this?  • Do you think the choice of setting will influence how the plot develops?  • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text. |
| **Week 4**  **Explanation** | To identify how language, structure and presentation contribute to meaning.  To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader | • Why is the text arranged in this way?  • What structures has the author used?  • What is the purpose of this text feature?  • Is the use of ..... effective?  • The mood of the character changes throughout the text. Find and copy the phrases which show this.  • What is the author’s point of view?  • What effect does ..... have on the audience?  • How does the author engage the reader here?  • Which words and phrases did ..... effectively?  • Which section was the most interesting/exciting part?  • How are these sections linked? |
| **Week 5**  **Retrieval** | To use knowledge of structure of text type to retrieve key information.  To use text marking to identify key information in a text. | How would you describe this story/text? What genre is it? How do you know?  • How did...? How often...? Who had...? Who is...? Who did....?  • What happened to...?  • What does.... do?  • How ..... is ........?  • What can you learn about ...... from this section?  • Give one example of......  • The story is told from whose perspective? |
| **Week 6**  **Sequence/summarise** | To summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas. | • Can you number these events 1-5 in the order that they happened?  • What happened after .......?  • What was the first thing that happened in the story?  • Can you summarise in a sentence the opening/middle/end of the story?  • In what order do these chapters occur in the story? |

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| **Year 5 Reading Medium Term Plan** | | |
| **Spring 1 a&b – The Highwayman (a) (Alfred Noyes)**  **The Man between Two Towers (b)** | | |
| **Skills** | **Objectives**  **(Word Reading)** | **What should be seen in the classroom?** |
| **Phonics and decoding** | To apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. | - Daily individual reading if needed (TA supported)  -Differentiated groups for Guided Reading, whereby any child below their reading age is having intervention, and where children above expected are being moved on. Book banded books used to develop fluency skills, to provide the wide range of texts and for teacher to promote comprehension skills through guided and independent reading opportunities  - Word Walls recording key vocabulary that has been clarified and needs to ‘stick’  -Daily story time  -Links to spelling |
| **Common Exception Words/ HFW** | To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. |
| **Fluency** | At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary. |

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| **Skills** | **Objectives** | **What should be seen in the classroom?** |
| **Understanding and correcting inaccuracies** | To check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.  To ask questions to improve their understanding. | -Daily individual reading (TA supported)  -Daily story time  -Use of Bug Club  - Daily whole class Reading Mastery lessons, with teachers working with a focus group to develop skills weekly  - Teacher supporting Core Text with supplementary texts to provide opportunities to compare and contrast where possible.  - Working Walls recording key discussion points and sentence stems  -Recommending books that they have read to their peers, giving reasons for their choices Participate in discussions about books, building on their own and others’ ideas and challenging views courteously  -Think Aloud approach – *‘It makes me think that…’ ‘When I look at this image, I see…’ ‘When I read that sentence/word, I imagine…’* |
| **Connecting and becoming familiar with texts** | To continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.  To read books that are structured in different ways and reading for a range of purposes  To make comparisons within and across books.  To increase 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  To identify and discuss themes and conventions in and across a wide range of writing. |
| **Non Fiction** | To distinguish between statements of fact and opinion.  To retrieve, record and present information from non-fiction texts. |
| **Poetry and Performance** | To learn a wide range of poetry by heart.  To prepare 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 |
| **Skills**  ***(focused task in books)*** | **Comprehension (VIPERS)**  *In books:*   * One task in books based on applying skill being taught * One independent task in books applying VIPERS skills | **Question Stems**  *(Task examples for books)* |
| **Week 1**  **Vocabulary** | To explore the meaning of words in context.  To apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. | • What do the words ...... and ...... suggest about the character, setting and mood?  • Which word tells you that....?  • Which keyword tells you about the character/setting/mood?  • Find one word in the text which means......  • Find and highlight the word that is closest in meaning to.......  • Find a word or phrase which shows/suggests that....... |
| **Week 2**  **Inference** | To ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives.  To provide reasoned justifications for my views. | Find and copy a group of words which show that...  • How do these words make the reader feel? How does this paragraph suggest this?  • How do the descriptions of ...... show that they are ........ ?  • How can you tell that...... ?  • What impression of ...... do you get from these paragraphs?  • What voice might these characters use?  • What was .... thinking when..... ?  • Who is telling the story? |
| **Week 3**  **Prediction** | To predict what might happen from details stated and implied | • From the cover what do you think this text is going to be about?  • What is happening now? What happened before this? What will happen after?  • What does this paragraph suggest will happen next? What makes you think this?  • Do you think the choice of setting will influence how the plot develops?  • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text. |
| **Week 4**  **Explanation** | To identify how language, structure and presentation contribute to meaning.  To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader | • Why is the text arranged in this way?  • What structures has the author used?  • What is the purpose of this text feature?  • Is the use of ..... effective?  • The mood of the character changes throughout the text. Find and copy the phrases which show this.  • What is the author’s point of view?  • What effect does ..... have on the audience?  • How does the author engage the reader here?  • Which words and phrases did ..... effectively?  • Which section was the most interesting/exciting part?  • How are these sections linked? |
| **Week 5**  **Retrieval** | To distinguish between statements of fact and opinion.  To retrieve, record and present information from non-fiction texts. | How would you describe this story/text? What genre is it? How do you know?  • How did...? How often...? Who had...? Who is...? Who did....?  • What happened to...?  • What does.... do?  • How ..... is ........?  • What can you learn about ...... from this section?  • Give one example of......  • The story is told from whose perspective? |
| **Week 6**  **Sequence/summarise** | To summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas. | • Can you number these events 1-5 in the order that they happened?  • What happened after .......?  • What was the first thing that happened in the story?  • Can you summarise in a sentence the opening/middle/end of the story?  • In what order do these chapters occur in the story? |

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| **Year 5 Reading Medium Term Plan** | | |
| **Spring 2 – The Secret Garden (Frances Hodgson Burnett)** | | |
| **Skills** | **Objectives**  **(Word Reading)** | **What should be seen in the classroom?** |
| **Phonics and decoding** | To apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. | - Daily individual reading if needed (TA supported)  -Differentiated groups for Guided Reading, whereby any child below their reading age is having intervention, and where children above expected are being moved on. Book banded books used to develop fluency skills, to provide the wide range of texts and for teacher to promote comprehension skills through guided and independent reading opportunities  - Word Walls recording key vocabulary that has been clarified and needs to ‘stick’  -Daily story time  -Links to spelling |
| **Common Exception Words/ HFW** | To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. |
| **Fluency** | At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary. |

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| **Skills** | **Objectives** | **What should be seen in the classroom?** |
| **Understanding and correcting inaccuracies** | To check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.  To ask questions to improve their understanding. | -Daily individual reading (TA supported)  -Daily story time  -Use of Bug Club  - Daily whole class Reading Mastery lessons, with teachers working with a focus group to develop skills weekly  - Teacher supporting Core Text with supplementary texts to provide opportunities to compare and contrast where possible.  - Working Walls recording key discussion points and sentence stems  -Recommending books that they have read to their peers, giving reasons for their choices Participate in discussions about books, building on their own and others’ ideas and challenging views courteously  -Think Aloud approach – *‘It makes me think that…’ ‘When I look at this image, I see…’ ‘When I read that sentence/word, I imagine…’* |
| **Connecting and becoming familiar with texts** | To continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.  To read books that are structured in different ways and reading for a range of purposes  To make comparisons within and across books.  To increase 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  To identify and discuss themes and conventions in and across a wide range of writing. |
| **Non Fiction** | To distinguish between statements of fact and opinion.  To retrieve, record and present information from non-fiction texts. |
| **Poetry and Performance** | To learn a wide range of poetry by heart.  To prepare 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 |
| **Skills**  ***(focused task in books)*** | **Comprehension (VIPERS)**  *In books:*   * One task in books based on applying skill being taught * One independent task in books applying VIPERS skills | **Question Stems**  *(Task examples for books)* |
| **Week 1**  **Vocabulary** | To explore the meaning of words in context.  To apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. | • What do the words ...... and ...... suggest about the character, setting and mood?  • Which word tells you that....?  • Which keyword tells you about the character/setting/mood?  • Find one word in the text which means......  • Find and highlight the word that is closest in meaning to.......  • Find a word or phrase which shows/suggests that....... |
| **Week 2**  **Inference** | To ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives.  To provide reasoned justifications for my views. | Find and copy a group of words which show that...  • How do these words make the reader feel? How does this paragraph suggest this?  • How do the descriptions of ...... show that they are ........ ?  • How can you tell that...... ?  • What impression of ...... do you get from these paragraphs?  • What voice might these characters use?  • What was .... thinking when..... ?  • Who is telling the story? |
| **Week 3**  **Prediction** | To predict what might happen from details stated and implied | • From the cover what do you think this text is going to be about?  • What is happening now? What happened before this? What will happen after?  • What does this paragraph suggest will happen next? What makes you think this?  • Do you think the choice of setting will influence how the plot develops?  • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text. |
| **Week 4**  **Explanation** | To identify how language, structure and presentation contribute to meaning.  To explain and discuss their understanding of what they have read, including through formal presentations and debates. | • Why is the text arranged in this way?  • What structures has the author used?  • What is the purpose of this text feature?  • Is the use of ..... effective?  • The mood of the character changes throughout the text. Find and copy the phrases which show this.  • What is the author’s point of view?  • What effect does ..... have on the audience?  • How does the author engage the reader here?  • Which words and phrases did ..... effectively?  • Which section was the most interesting/exciting part?  • How are these sections linked? |
| **Week 5**  **Retrieval** | To use text marking to identify key information in a text. | How would you describe this story/text? What genre is it? How do you know?  • How did...? How often...? Who had...? Who is...? Who did....?  • What happened to...?  • What does.... do?  • How ..... is ........?  • What can you learn about ...... from this section?  • Give one example of......  • The story is told from whose perspective? |
| **Week 6**  **Sequence/summarise** | To summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas. | • Can you number these events 1-5 in the order that they happened?  • What happened after .......?  • What was the first thing that happened in the story?  • Can you summarise in a sentence the opening/middle/end of the story?  • In what order do these chapters occur in the story? |

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| **Year 5 Reading Medium Term Plan** | | |
| **Summer 1 – Street Child (Berlie Doherty)** | | |
| **Skills** | **Objectives**  **(Word Reading)** | **What should be seen in the classroom?** |
| **Phonics and decoding** | To apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. | - Daily individual reading if needed (TA supported)  -Differentiated groups for Guided Reading, whereby any child below their reading age is having intervention, and where children above expected are being moved on. Book banded books used to develop fluency skills, to provide the wide range of texts and for teacher to promote comprehension skills through guided and independent reading opportunities  - Word Walls recording key vocabulary that has been clarified and needs to ‘stick’  -Daily story time  -Links to spelling |
| **Common Exception Words/ HFW** | To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. |
| **Fluency** | At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary. |

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| **Skills** | **Objectives** | **What should be seen in the classroom?** |
| **Understanding and correcting inaccuracies** | To check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.  To ask questions to improve their understanding. | -Daily individual reading (TA supported)  -Daily story time  -Use of Bug Club  - Daily whole class Reading Mastery lessons, with teachers working with a focus group to develop skills weekly  - Teacher supporting Core Text with supplementary texts to provide opportunities to compare and contrast where possible.  - Working Walls recording key discussion points and sentence stems  -Recommending books that they have read to their peers, giving reasons for their choices Participate in discussions about books, building on their own and others’ ideas and challenging views courteously  -Think Aloud approach – *‘It makes me think that…’ ‘When I look at this image, I see…’ ‘When I read that sentence/word, I imagine…’* |
| **Connecting and becoming familiar with texts** | To continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.  To read books that are structured in different ways and reading for a range of purposes  To make comparisons within and across books.  To increase 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  To identify and discuss themes and conventions in and across a wide range of writing. |
| **Non Fiction** | To distinguish between statements of fact and opinion.  To retrieve, record and present information from non-fiction texts. |
| **Poetry and Performance** | To learn a wide range of poetry by heart.  To prepare 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 |
| **Skills**  ***(focused task in books)*** | **Comprehension (VIPERS)**  *In books:*   * One task in books based on applying skill being taught * One independent task in books applying VIPERS skills | **Question Stems**  *(Task examples for books)* |
| **Week 1**  **Vocabulary** | To explore the meaning of words in context.  To apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. | • What do the words ...... and ...... suggest about the character, setting and mood?  • Which word tells you that....?  • Which keyword tells you about the character/setting/mood?  • Find one word in the text which means......  • Find and highlight the word that is closest in meaning to.......  • Find a word or phrase which shows/suggests that....... |
| **Week 2**  **Inference** | To ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives.  To provide reasoned justifications for my views. | Find and copy a group of words which show that...  • How do these words make the reader feel? How does this paragraph suggest this?  • How do the descriptions of ...... show that they are ........ ?  • How can you tell that...... ?  • What impression of ...... do you get from these paragraphs?  • What voice might these characters use?  • What was .... thinking when..... ?  • Who is telling the story? |
| **Week 3**  **Prediction** | To predict what might happen from details stated and implied | • From the cover what do you think this text is going to be about?  • What is happening now? What happened before this? What will happen after?  • What does this paragraph suggest will happen next? What makes you think this?  • Do you think the choice of setting will influence how the plot develops?  • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text. |
| **Week 4**  **Explanation** | To identify how language, structure and presentation contribute to meaning.  To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader | • Why is the text arranged in this way?  • What structures has the author used?  • What is the purpose of this text feature?  • Is the use of ..... effective?  • The mood of the character changes throughout the text. Find and copy the phrases which show this.  • What is the author’s point of view?  • What effect does ..... have on the audience?  • How does the author engage the reader here?  • Which words and phrases did ..... effectively?  • Which section was the most interesting/exciting part?  • How are these sections linked? |
| **Week 5**  **Explanation** | To explain and discuss their understanding of what they have read, including through formal presentations and debates. | How would you describe this story/text? What genre is it? How do you know?  • How did...? How often...? Who had...? Who is...? Who did....?  • What happened to...?  • What does.... do?  • How ..... is ........?  • What can you learn about ...... from this section?  • Give one example of......  • The story is told from whose perspective? |
| **Week 6**  **Sequence/summarise** | To summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas. | • Can you number these events 1-5 in the order that they happened?  • What happened after .......?  • What was the first thing that happened in the story?  • Can you summarise in a sentence the opening/middle/end of the story?  • In what order do these chapters occur in the story? |

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| **Year 5 Reading Medium Term Plan** | | |
| **Summer 2 – The Nowhere Emporium (Ross MacKenzie)** | | |
| **Skills** | **Objectives**  **(Word Reading)** | **What should be seen in the classroom?** |
| **Phonics and decoding** | To apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. | - Daily individual reading if needed (TA supported)  -Differentiated groups for Guided Reading, whereby any child below their reading age is having intervention, and where children above expected are being moved on. Book banded books used to develop fluency skills, to provide the wide range of texts and for teacher to promote comprehension skills through guided and independent reading opportunities  - Word Walls recording key vocabulary that has been clarified and needs to ‘stick’  -Daily story time  -Links to spelling |
| **Common Exception Words/ HFW** | To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. |
| **Fluency** | At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary. |

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| **Skills** | **Objectives** | **What should be seen in the classroom?** |
| **Understanding and correcting inaccuracies** | To check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.  To ask questions to improve their understanding. | -Daily individual reading (TA supported)  -Daily story time  -Use of Bug Club  - Daily whole class Reading Mastery lessons, with teachers working with a focus group to develop skills weekly  - Teacher supporting Core Text with supplementary texts to provide opportunities to compare and contrast where possible.  - Working Walls recording key discussion points and sentence stems  -Recommending books that they have read to their peers, giving reasons for their choices Participate in discussions about books, building on their own and others’ ideas and challenging views courteously  -Think Aloud approach – *‘It makes me think that…’ ‘When I look at this image, I see…’ ‘When I read that sentence/word, I imagine…’* |
| **Connecting and becoming familiar with texts** | To continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.  To read books that are structured in different ways and reading for a range of purposes  To make comparisons within and across books.  To increase 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  To identify and discuss themes and conventions in and across a wide range of writing. |
| **Non Fiction** | To distinguish between statements of fact and opinion.  To retrieve, record and present information from non-fiction texts. |
| **Poetry and Performance** | To learn a wide range of poetry by heart.  To prepare 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 |
| **Skills**  ***(focused task in books)*** | **Comprehension (VIPERS)**  *In books:*   * One task in books based on applying skill being taught * One independent task in books applying VIPERS skills | **Question Stems**  *(Task examples for books)* |
| **Week 1**  **Vocabulary** | To explore the meaning of words in context.  To apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. | • What do the words ...... and ...... suggest about the character, setting and mood?  • Which word tells you that....?  • Which keyword tells you about the character/setting/mood?  • Find one word in the text which means......  • Find and highlight the word that is closest in meaning to.......  • Find a word or phrase which shows/suggests that....... |
| **Week 2**  **Inference** | To ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives.  To provide reasoned justifications for my views. | Find and copy a group of words which show that...  • How do these words make the reader feel? How does this paragraph suggest this?  • How do the descriptions of ...... show that they are ........ ?  • How can you tell that...... ?  • What impression of ...... do you get from these paragraphs?  • What voice might these characters use?  • What was .... thinking when..... ?  • Who is telling the story? |
| **Week 3**  **Prediction** | To predict what might happen from details stated and implied | • From the cover what do you think this text is going to be about?  • What is happening now? What happened before this? What will happen after?  • What does this paragraph suggest will happen next? What makes you think this?  • Do you think the choice of setting will influence how the plot develops?  • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text. |
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