

Reading Yearly Planner – Year 5 – please ensure this is updated half termly checking in line with potential gaps from previous years curriculum

- **Maintain positive attitudes to reading and understanding of what they read:**
 - continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - read books that are structured in different ways and read for a range of purposes
 - **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**
 - recommend books that they have read to their peers, giving reasons for their choices
 - learn a wider range of poetry by heart
 - 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
- **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**
- 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
 - **Provide reasoned justifications for their views**

Reading Intent CJS

At CJS we believe that by the time the children leave us, children should be confident, articulate and expressive individuals who will engage in the lifelong skills of communication. We will provide an ambitious, holistic curriculum, which will inspire and motivate children to engage in high quality learning in reading, becoming effective listeners, speakers, readers and writers. This will be facilitated through a nurturing, cultural, focused environment, which will be rich with memorable experiences and transferrable skills. We will ensure all children are challenged, respecting their individual starting points, focusing on growth, progression and resilience. We will make the learning of reading fun, interesting and memorable. We strive to develop a culture that instils a passion for reading in all children, helping them to develop the life skill of reading habits, both for information and pleasure. Children are enabled to become enthusiastic and critical readers through their independent reading, as well as in engaging and challenging reading lessons, driven by high quality texts. All children are supported in becoming fluent readers and our extensive Library is at the heart of our school.

The following is a guide and is a flexible working document. Should it be deemed more appropriate to swap strands, please do so. Triangulation will be completed from this document though, so please save a new one if it is being changed in the same folder, as the term ie: Year 5 Autumn 2.

Autumn 1 – Wk1 -non-fiction Forces-Science (friction, gravity and water resistance) The Light Jar by Lisa Thompson Topic books required: Survival books Forces-Science (friction, gravity and water resistance)	Autumn 2 – Wk1 -non-fiction Space Volcanoes, earthquakes Asia Cosmic by Frank Cottrell Boyce Poetry 1 wk- Twas the Night Before Christmas and performance poetry-Chocolate Cake, Malfeasance. Topic books required: Space Volcanoes, earthquakes Asia	Spring 1 – Wk6-non-fiction-Ancient Civilisations Egypt, Indus Valley, Shang, Suma Hugo Cabret by Brian Selznick Wk 5 -poetry-Jabberwocky Topic books required: Science-materials (solids, liquids, gases)	Spring 2 – Wk1 -non-fiction Ancient crafts Secrets of a Sun King by Emma Carroll Topic books required: Science-materials (solids, liquids, gases)	Summer 1 – Wk1 -non-fiction Natural resources Australia Life Cycles- fossilisation,classification Wk 1-poetry Highwayman Stormbreaker by Anthony Horowitz Topic books required: Natural resources Australia Life Cycles-plants	Summer 2 – Wk1 -non-fiction Ancient Greece Who Let the Gods Out by Maz Evans Topic books required: Ancient Greece Life Cycles-animals
Whole class reading sessions: Number of Weeks: 6 weeks Speaking and Listening objectives: • Use relevant strategies to build vocabulary • Maintain attention and participate actively in	Whole class reading sessions: Number of Weeks: 6 weeks Speaking and listening objectives: • Use relevant strategies to build vocabulary	Whole class reading sessions: Number of Weeks: 6 weeks Speaking and Listening objectives: • Use relevant strategies to build vocabulary • Participate in discussions, presentations,	Whole class reading sessions: Number of Weeks: 5 weeks Speaking and listening objectives: • Articulate and justify answers, arguments and opinions	Whole class reading sessions: Number of Weeks: 6 weeks Speaking and Listening objectives: • Give well-structured descriptions, explanations and narratives for different purposes	Whole class reading sessions: Number of Weeks: 6 weeks Speaking and Listening objectives: • Give well-structured descriptions, explanations and narratives for different purposes

collaborative conversations, staying on topic and initiating and responding to comments - Participate in discussions, presentations, performances and debates - Ask questions to extend their understanding and knowledge Reading Objectives: - Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet - Develop positive attitudes to reading and understanding of what they read by reading books that are structured in different ways and show some awareness of the various purposes for reading by using, selecting and reading books that are structured in different ways for the appropriate purposes - Maintain positive attitudes to reading and understanding of what they read by identifying and discussing themes and conventions in a wide range of writing e.g. ‘heroism’ or ‘loss’, across a range of age-appropriate texts, explaining the theme in the context of the writing Spelling Phonics phase spellings NNS	- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments - Participate in discussions, presentations, performances and debates - Ask questions to extend their understanding and knowledge Reading Objectives: - Ask pertinent and helpful questions to improve their understanding of a text - Understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - Identify main ideas drawn from more than one paragraph and summarise these, identifying the key details that support the main idea - Summarise the main ideas drawn from more than one paragraph (or text), identifying key details that support the main ideas within an age-appropriate text Spelling Phonics phase spellings NNS	performances and debates. Reading Objectives: - Retrieve and record information from non-fiction by using features to locate information e.g. contents, indices, subheadings - Skim and scan efficiently for vocabulary, key ideas and facts on both the printed page and screen - Retrieve, record and present information from non-fiction - Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence from the text and wider experiences - Maintain positive attitudes to reading and understanding of what they read by: making comparisons within and across books Spelling Phonics phase spellings NNS	- Use relevant strategies to build vocabulary - Participate in discussions, presentations, performances and debates. Reading Objectives: - 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 Make comparisons within and across books by comparing information, characters or events within and between age appropriate texts - Provide reasoned justifications for their views. - Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence from the text and wider experiences - Summarise the main ideas drawn from more than one paragraph (or text), identifying key details that support the main ideas within an age-appropriate text Spelling Phonics phase spellings NNS	- Use relevant strategies to build vocabulary - Participate in discussions, presentations, performances and debates. Reading Objectives: - Make comparisons within and across books by comparing information, characters or events within and between age appropriate texts - Provide reasoned justifications for their views. - Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence from the text and wider experiences - Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - Understand what they read, in books they can read independently Spelling Phonics phase spellings NNS	- Use relevant strategies to build vocabulary - Participate in discussions, presentations, performances and debates. Reading Objectives: - Understand what they read, in books they can read independently - Maintain positive attitudes to reading and understanding of what they read by: making comparisons within and across books As required Spelling Phonics phase spellings NNS
Vocabulary: spluttered	Vocabulary: floundered	Vocabulary: agitated	Vocabulary:	Vocabulary:	Vocabulary:

torrential ramshackle feeble crescent	metaphorical bestirred lurch trivial	counter cavernous intricate disconnected amid stampede			
Author of the half term: Lisa Thompson	Author of the half term: Frank Cottrell Boyce	Author of the half term: Brian Selznick	Author of the half term: Emma Carroll	Author of the half term: Anthony Horowitz	Author of the half term: Maz Evans
Whole class reading for pleasure Fiction: Non-fiction: Poems:	Whole class reading for pleasure Fiction: Poems:	Whole class reading for pleasure Fiction: Poems:	Whole class reading for pleasure Fiction: Poems:	Whole class reading for pleasure Fiction: Non-fiction:	Whole class reading for pleasure Fiction: Non-fiction:
  	  	 	  	 	 