



'Growth through Jesus' love so that we learn, persevere, achieve and bear fruit together'



Medium term plan for Reading

Year 5	Objectives to be simmering throughout the year.		
	<ul style="list-style-type: none"> • Applies phonic knowledge, including alternative representations for phonemes, when reading unfamiliar words. • Use knowledge of how a dictionary is structured to find out the meaning of words. • Reads aloud more complex books, including those beyond their chronological age. • Reading is seen as a pleasurable activity • Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • Listens to and discusses a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • Participates in discussion about what is read to them, taking turns and listening to what others say. • Explain how a story, poem or non-fiction topic makes them feel. • Give an opinion about a story and give reason for this. • Answer literal or deductive questions about a range of different kinds of books and texts, using clues and information from different parts of the text where these are clearly signposted. • Drawing inferences such as characters' feelings, thoughts and motives from their actions. • Discuss interesting vocabulary on a page of text and, with support, can explain in simple terms the effect the word has on the reader. • Confidently reading aloud and performing with clear intonation to show understanding. • When reading silently, checking that the text makes sense by questioning unfamiliar words or phrases. • Choose from a wider range of books including new authors not previously chosen. • Justifying predictions with evidence from the text • Confidently records and retrieves information from non-fiction using contents and indexes • Using inference and deduction to identify key characteristics of more than one character in a story and to comment on these, using evidence to support views. • Comment on the effectiveness of the author's choice of language. 		
	Autumn	Spring	Summer



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<p>Word Reading</p>	<ul style="list-style-type: none"> Usually reads fluently with growing confidence and independence. Reads most words and attempts to decode unfamiliar words instinctively. 	<ul style="list-style-type: none"> Reads fluently, confidently and independently using strategies to work out any unfamiliar word and applying a growing knowledge of root words, prefixes and suffixes (morphology and etymology). 	<ul style="list-style-type: none"> Reads a wide range of challenging texts that are above chronological age with fluency and understanding.
<p>Literal Comprehension</p>	<ul style="list-style-type: none"> Retrieving and recording information from non-fiction using contents and index pages. (2b) Choosing a wider range of texts including authors that they may not have previously chosen. (2h) Frequently reading both fiction and non-fiction and asking questions to improve understanding. (2a / 2b) Reading silently a variety of texts and discussing/questioning what they have read. Checking that the text makes sense by questioning unfamiliar words and phrases. (2a / 2b / 2f) Retell stories and relay main points of sequentially ordered non-fiction texts in correct sequence with different degrees of detail, depending on purpose. (2c / 2f) Answer questions about similarities and differences between two chapters of a book. (2b / 2h) Accurately track meaning of the text during reading, self-correcting 	<ul style="list-style-type: none"> Frequently choosing to read for enjoyment both fiction and non-fiction. Recommending books to others based on own reading experiences and giving clear reasons for choices. (2c) Demonstrating appropriate intonation, tone and volume when reading aloud to make the meaning clear to the audience. (2g) Demonstrating an increasing 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. (2b / 2c) Checking understanding using a range of comprehension strategies, explaining and discussing their understanding of what they have read independently. (2b / 2c / 2f) Understanding the conventions of different types of writing, using some technical terms when discussing texts (2a/ 2b/ 2f/2g) In using non-fiction, accurately retrieving information using contents pages and indexes, summarising and recording information found. (2b / 2c) Recognising themes and making comparisons of characters, settings, 	<ul style="list-style-type: none"> Summarise main ideas drawn from more than one paragraph, and with support identify at least one key detail that supports main ideas. (2b / 2c) Pay close attention to the meanings of words when reading. (2a / 2g) Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books. (2b / 2c) Participate in discussions about books, building on their own and others' ideas and challenging views courteously. (2a / 2b / 2c) Explain and discuss their understanding of what they have read, including through formal presentations and debates. (2b / 2f / 2g) Provide reasoned justifications for their views. (2b / 2f / 2g)



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	<p>automatically where necessary as part of the reading process. Often understands and explains meaning of an unfamiliar word in context. (2a)</p>	<p>themes and other aspects within a text.(2c)</p> <ul style="list-style-type: none"> Select and sort information from a range of sources and, with minimal support, record this information. (2b) 	
Inference	<ul style="list-style-type: none"> Draw inferences such as characters' feelings, thoughts and motives from their actions, and with support, can justify inferences, including some that are less clearly suggested by the text. (2d/ 2g) Make more detailed predictions drawing on details from the text, with some prompting if necessary. (2b / 2e / 2f) Distinguish between statements of fact and opinion when both are included in a text. (2b / 2d / 2e / 2f / 2g) 	<ul style="list-style-type: none"> Identify the character from whose point of view the story is told, and can infer that character's feelings, thoughts and motives from their actions, often justifying inferences with evidence. (2d / 2f) Predict what might happen to a character using evidence implied by other characters' reactions and viewpoints. (2b / 2d / 2e) Distinguish between facts and opinions when both are included in a sentence. (2f / 2g / 2h) 	<ul style="list-style-type: none"> Identify some similarities and differences between two versions of a traditional tale. (2b / 2h) Use information from a text to draw straightforward inferences about how ideas are related. (2d / 2h) Predict what might happen next in a story, sometimes using complex clues drawing on more than one aspect of the plot or of character. (2b / 2e) Navigating and efficiently retrieving a variety of information from a variety of fiction and non-fiction sources. (2b)
Responding to the Text	<ul style="list-style-type: none"> Prepare poems and play scripts to read aloud, planning appropriate intonation, tone and volume so that the meaning is clear to an audience. (2b / 2c) Present information they have found out from a book or other source, maintaining a focus on the topic. (2b / 2c / 2f) Identify different types of writing such as the first person in writing diaries. (2f) 	<ul style="list-style-type: none"> Provide justifications for their views. (2b) Discuss their understanding of what they have read, including through formal presentations, maintaining a focus on the topic, and with support can use simple notes. (2b / 2c / 2f) 	<ul style="list-style-type: none"> Participate in discussions about books, and with support can build on their own and others' ideas. (2b / 2c / 2f) Reading books that are structured in different ways and reading for a range of purposes. (2b) Learning a wide range of poetry by heart scripts to read aloud, usually planning appropriate intonation, tone and volume so that the meaning is clear to an audience. (2b / 2c / 2f / 2g) Making comparisons across books. (2h)
Language for Effect	<ul style="list-style-type: none"> Provide reasoned justifications for their views in response to prompts. (2b) 	<ul style="list-style-type: none"> Discuss how the author's style affects the reader's understanding of the text, in cases where this is signalled straightforwardly in 	<ul style="list-style-type: none"> Participate in discussion about an author's choice of language and show understanding of how some language



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	<ul style="list-style-type: none"> Independently use a dictionary to quickly check the meaning of a word that is unfamiliar to them, and can then explain the word's meaning to someone else. (2a) 	<p>the text. (2b / 2f / 2g)</p>	<p>choices impact the reader, including figurative language. (2b / 2g)</p>
<p>Themes and Conventions</p>	<ul style="list-style-type: none"> Identify some of the ways in which fiction and non-fiction texts are structured and sometimes identify why the author might have chosen this structure. (2b / 2f / 2g) 	<ul style="list-style-type: none"> Identify and discuss themes and conventions in and across selected texts. (2b / 2h) Know when looking at non-fiction books what information is needed to look for before beginning a task and know how to use contents pages and indexes to location this information. Apply these skills across the curriculum independently. (2b) 	<ul style="list-style-type: none"> Identify some of the ways in which fiction texts are structured, e.g. through use of chapters, and can say why this is effective. (2b) Identify how language, structure and presentation contribute to meaning in a range of straightforward texts. (2b / 2f / 2g)