

## Year 5 Reading Medium-Term Plan

Autumn 1	Objectives covered
Week 1 Reading assessments	N/A
Weeks 2, 3, 4 5 and 7 Varjak Paw	<p><b>Word Reading:</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <u>English Appendix 1</u>, both to read aloud and to understand the meaning of new words that they meet.</li> </ul> <p><b>Reading Comprehension:</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• identifying and discussing themes and conventions in and across a wide range of writing</li> <li>• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• asking questions to improve their understanding</li> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• predicting what might happen from details stated and implied</li> </ul>
Week 6 A range of poetry	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <u>English Appendix 1</u>, both to read aloud and to understand the meaning of new words that they meet.</li> </ul> <p><b>Reading Comprehension:</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• learning a wider range of poetry by heart</li> </ul>



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	<ul style="list-style-type: none"><li>• 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</li><li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li><li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li><li>• 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</li></ul>
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Autumn 2	Objectives covered
Weeks 1-7 Kensuke's Kingdom	<p><b>Word Reading:</b> Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <u>English Appendix 1</u>, both to read aloud and to understand the meaning of new words that they meet.</li></ul> <p><b>Reading Comprehension:</b> Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• increasing 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</li><li>• recommending books that they have read to their peers, giving reasons for their choices</li><li>• identifying and discussing themes and conventions in and across a wide range of writing</li><li>• making comparisons within and across books</li><li>• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li></ul>



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	<ul style="list-style-type: none"><li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li><li>• predicting what might happen from details stated and implied</li><li>• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li><li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li><li>• 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</li></ul>
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Spring 1	Objectives covered
Week 1-6 Viking Boy	<p><b>Word Reading:</b> Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words that they meet.</li></ul> <p><b>Reading Comprehension:</b> Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li><li>• reading books that are structured in different ways and reading for a range of purposes</li><li>• increasing 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</li><li>• recommending books that they have read to their peers, giving reasons for their choices</li><li>• making comparisons within and across books</li></ul>



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	<ul style="list-style-type: none"><li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li><li>• predicting what might happen from details stated and implied</li><li>• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li><li>• provide reasoned justifications for their views.</li></ul>
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Spring 2	Objectives covered
Weeks 1, 2 and 3 Non-fiction texts about the environment	<p><b>Word Reading:</b> Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <a href="#">English Appendix I</a>, both to read aloud and to understand the meaning of new words that they meet.</li></ul> <p><b>Reading Comprehension:</b> Pupils should be taught to:</p> <p>-maintain positive attitudes to reading and understanding of what they read by:</p> <p>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <ul style="list-style-type: none"><li>• reading books that are structured in different ways and reading for a range of purposes</li></ul> <p>-understand what they read by:</p> <ul style="list-style-type: none"><li>• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li><li>• asking questions to improve their understanding</li><li>• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li><li>• identifying how language, structure and presentation contribute to meaning</li><li>• distinguish between statements of fact and opinion</li><li>• retrieve, record and present information from non-fiction</li></ul>



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<p>Weeks 4 and 5</p> <p>A range of biographies</p>	<p><b>Word Reading:</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words that they meet.</li></ul> <p><b>Reading Comprehension:</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li><li>• reading books that are structured in different ways and reading for a range of purposes</li><li>• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li><li>• asking questions to improve their understanding</li><li>• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li><li>• 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</li></ul>
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Summer 1	Objectives covered
<p>Week 1</p> <p>A range of poetry</p>	<p><b>Word Reading:</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words that they meet.</li></ul> <p><b>Reading Comprehension:</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li><li>• learning a wider range of poetry by heart</li></ul>



	<ul style="list-style-type: none"><li>• 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</li><li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li><li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li><li>• 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</li></ul>
<p>Week 2-6 Street Child</p>	<p><b>Word Reading:</b> Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <u>English Appendix I</u>, both to read aloud and to understand the meaning of new words that they meet.</li></ul> <p><b>Reading Comprehension:</b> Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li><li>• reading books that are structured in different ways and reading for a range of purposes</li><li>• increasing 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</li><li>• recommending books that they have read to their peers, giving reasons for their choices</li><li>• making comparisons within and across books</li><li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li><li>• predicting what might happen from details stated and implied</li></ul>



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	<ul style="list-style-type: none"><li>• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li><li>• provide reasoned justifications for their views.</li></ul>
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Summer 2	Objectives covered
Weeks 1-5 Hidden Figures	<p><b>Word Reading:</b> Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <u>English Appendix 1</u>, both to read aloud and to understand the meaning of new words that they meet.</li></ul> <p><b>Reading Comprehension:</b> Pupils should be taught to:</p>
Weeks 6 and 7 A range of letters	<p><b>Word Reading:</b> Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <u>English Appendix 1</u>, both to read aloud and to understand the meaning of new words that they meet.</li></ul> <p><b>Reading Comprehension:</b> Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• reading books that are structured in different ways and reading for a range of purposes</li><li>• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li><li>• asking questions to improve their understanding</li><li>• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li><li>• identifying how language, structure and presentation contribute to meaning</li><li>• retrieve, record and present information from non-fiction</li></ul>



## National Curriculum Objectives

### Word Reading:

Pupils should be taught to:

- 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.

### Reading Comprehension:

Pupils should be taught to:

-maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- reading books that are structured in different ways and reading for a range of purposes
- increasing 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
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- 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

-understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas



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- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- 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.