



St. Walburga's Catholic Primary School

Reading Scheme



YEAR 5	AUTUMN	SPRING	SUMMER
TOPICS	Anglo-Saxons ? Earth and Space	China Ancient Greece	Rivers Tudors
TEXTS	F - The Lighthouse [<i>Literacy Shed</i>] F - Beowulf by Michael Morpurgo F - Pandora Discovered [<i>Literacy Shed</i>] F - Alice's Adventures in Wonderland by Lewis Carroll N/F - Dr. Maggie's Grand Tour of the Solar System by Dom Conlon P - This Rock, That Rock F - Cosmic by Frank Cottrell Boyce	N/F - Journey Through Time by Isabel Thomas F - Where the Mountain Meets the Moon by Grace Lin P - The Highwayman by Alfred Noyes F - Greek Myths and Legends F - Oktapodi [<i>Literacy Shed</i>] F - Clockwork by Phillip Pullman [<i>Literacy Shed</i>] Playscripts	N/F - The Wonders of Nature by Ben Hoare P - Poetry F - Journey to the River Sea by Eva Ibbertson N/F - The Ridge [<i>Literacy Shed</i>] F - Treason by Berlie Doherty

SKILLS/DOMAINS	SKILLS	SUGGESTED ACTIVITIES
Word Reading: Phonics and Decoding	<ul style="list-style-type: none"> Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. Apply their growing knowledge of root words, prefixes and suffixes, (etymology and morphology), as listed in National Curriculum English Appendix 1, both to read aloud and to understand the meaning of new words that they meet, (e.g. -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/- ence/-ency, -able/-ably and - ible/ibly, to read aloud fluently. Read silently for a sustained period of time. 	<p>General objectives covered verbally throughout the year</p> <p>Reading Diary/Log</p>
Word Reading: CEWs	<ul style="list-style-type: none"> Begin to read Y5 and Y6 exception words. 	
Word Reading: Fluency	<p>At the start of KS2, teaching comprehension will be taking precedence over teaching word reading directly. Any focus on word reading will be supporting the development of vocabulary.</p> <p><i>NB - Children working significantly below age-related expectations will have teaching intervention and differentiated support to enable them to reach age-related expectations as quickly as possible. [Following the School Reading Scheme]</i></p>	
Comprehension Words in Context and Authorial Choice [Vocabulary]	<ul style="list-style-type: none"> Discuss vocabulary used by the author to create effect including figurative language, using both prior knowledge and or on background information and vocabulary provided by the teacher Evaluate the use of authors' language and explain how it has created an impact on the reader, (e.g. <i>explore, recognise and use the terms metaphor, simile and imagery; explain the effect of humorous language choices</i>). Infer meanings of unfamiliar words by using clues in the text. 	<p>General objectives covered verbally throughout the year</p> <p>Reading Diary/Log</p> <p><i>Literacy Shed Plus</i></p> <p><i>Ninja Comprehension</i></p>
Comprehension Inference	<ul style="list-style-type: none"> Draw inferences from characters' feelings, thoughts, and motives. Justify inferences with evidence, (e.g. <i>use knowledge of a character to infer how they have changed and suggest reasons for this</i>). 	
Comprehension Prediction	<ul style="list-style-type: none"> Make predictions based on details stated and implied, justifying them in detail with evidence from the text, (e.g. <i>about the consequences of a character's actions or how a character will act using prior knowledge of how characters in other books have behaved in similar situations</i>). 	
Comprehension Comparing, Contrasting and Commentating [Explain/Retrieve]	<ul style="list-style-type: none"> Regularly read, listen to and discuss a wide range of genres, (fiction, poetry, plays, non-fiction and reference books or textbooks), identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and comparing differences between text types, (e.g. settings, characters, themes, viewpoints). 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. Recommend texts to peers based on personal choice, giving reasons. Ask questions to improve understanding. Sequence the main events in longer stories into the five stages, (<i>Context - Conflict - Climax - Closure - Conclusion</i>). Identify main ideas drawn from more than one paragraph and summarise these. Identify how writers use more complex structures that do not have simple linear chronology, (e.g. <i>flashbacks and 'time-slip'</i>) Identify and discuss themes and conventions in and across a wide range of writing (e.g. <i>loss; heroism; friendship; the conventions of different types of non-fiction writing, such as 5Ws in newspaper reports; how a common theme is presented in different genres, such as pollution in poetry, narrative and other media</i>). 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, and make recommendations to others. 	
Poetry and Performance	<ul style="list-style-type: none"> Learn a wider range of poetry by heart, preparing poems and plays to read aloud and continually show an awareness of audience when reading out loud using intonation, tone, volume, and action. Recognise and compare an increasing range of poetry structures, (e.g. <i>free verse, narrative poetry, quatrain, tanka, limericks, cinquains, kennings</i>). 	
Non-Fiction	<ul style="list-style-type: none"> Use knowledge of texts and organisational devices to retrieve, record and discuss information from fiction and non-fiction texts. Distinguish between fact and opinion in non-fiction texts. Scan for key words or phrases to retrieve information [<i>from more than one point of reference in the text</i>] and skim a text in order to see if the text is relevant and/or locate the appropriate section for close reading. Use dictionaries to check the meaning of words that they have read. 	



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