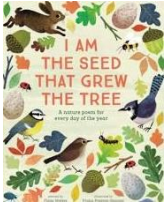




## Trevisker School Reading Curriculum Year 5 Summer MTP

Word Reading		Comprehension	
Decoding & Fluency (based on National Curriculum)	Reading for Pleasure / Choosing to Read	Implementation/Key Skills:	Whole class quality texts:
<ul style="list-style-type: none"> <li>• To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</li> <li>• To apply their growing knowledge of root words, prefixes and suffixes, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly.</li> <li>• To read most Y5/Y6 exception words, discussing the unusual correspondences</li> </ul>	<p>Read a broader range of texts including those from literary heritage and more challenging texts.</p> <p>Recommend books they have read to their peers, giving reasons for their choices.</p> <p>Demonstrate continuing engagement with reading.</p> <p>Engage in whole-class OTTER (Own Time To Enjoy Reading)</p> <p>Read for sustained periods of time.</p> <p>Actively engage in Book Talk with and without adult support.</p> <p>Respond to reading in a written form, beginning to develop a critical stance.</p> <p>Choose from a range of library books/reading books (unbanded after RWInc</p>	<p><b>National Curriculum Links:</b></p> <p>R3: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>S2: reading books that are structured in different ways and reading for a range of purposes</p> <p>R3: 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</p> <p>S3: identifying and discussing themes and conventions in and across a wide range of writing</p> <p>S2: learning a wider range of poetry by heart</p> <p>E3: making comparisons within and across books</p> <p>S2: 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</p> <p>V1: understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>I1/2: asking questions to improve their understanding</p> <p>I1/2: 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</p> <p>S1: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>E6: identifying how language, structure and presentation contribute to meaning</p> <p>V5/I3: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>E5: distinguish between statements of fact and opinion</p> <p>E8: retrieve, record and present information from non-fiction</p> <p>S3/4: participate in discussions about books that are read to them and those they can read for themselves, building on their own and others'</p> <hr/> <p><b>Implementation</b></p>	

<p>between spelling and sound and where these occur in the word.</p> <p><i>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.</i></p>	<p>reading scheme).</p> <p>Engage in R &amp; R (Read and Relax, cross key stage peer reading).</p>	<p><b>VIPERS Skills - Vocabulary, Inference, Prediction, Explaining, Retrieval, Summarise</b></p>		
<p><b>Year 5 - Vocabulary</b></p>		<ul style="list-style-type: none"> <li>• explore the meaning of words in context, confidently using a dictionary</li> <li>• discuss how the author's choice of language impacts the reader</li> <li>• evaluate the authors use of language</li> <li>• investigate alternative word choices that could be made</li> <li>• begin to look at the use of figurative language</li> <li>• use a thesaurus to find synonyms for a larger variety of words</li> <li>• re-write passages using alternative word choices</li> <li>• read around the word and explore its meaning in the broader context of a section or paragraph.</li> </ul>		
<p><b>Year 5 Inference</b></p>		<ul style="list-style-type: none"> <li>• draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</li> <li>• make inferences about actions, feelings, events or states</li> <li>• use figurative language to infer meaning</li> <li>• give one or two pieces of evidence to support the point they are making</li> <li>• begin to draw evidence from more than one place across a text.</li> </ul>		
<p><b>Year 5 Prediction</b></p>		<ul style="list-style-type: none"> <li>• predict what might happen from details stated and implied</li> <li>• support predictions with relevant evidence from the text</li> <li>• confirm and modify predictions as they read on.</li> </ul>		

		<b>Year 5 Explaining</b>	<p>provide increasingly reasoned justification for views</p> <p>recommend books for peers in detail give reasons for authorial choices</p> <p>begin to challenge points of view</p> <p>begin to distinguish between fact and opinion</p> <p>identify how language, structure and presentation contribute to meaning</p> <p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>explain and discuss their understanding of what they have read, including through formal presentations and debates.</p>	
		<b>Year 5 Retrieval</b>	<ul style="list-style-type: none"> <li>• confidently skim and scan, and also use the skill of reading before and after to retrieve information</li> <li>• use evidence from across larger sections of text</li> <li>• read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts</li> <li>• retrieve, record and present information from non-fiction texts</li> <li>• ask my own questions and follow a line of enquiry.</li> </ul>	
		<b>Year 5 Summarise</b>	<ul style="list-style-type: none"> <li>• summarise the main ideas drawn from more than one paragraph, page, chapter or the entire text</li> <li>• identifying key details to support the main ideas</li> <li>• make connections between information across the text and include this in an answer</li> <li>• discuss the themes or conventions from a chapter or text identify themes across a wide range of writing.</li> </ul>	

**Weekly Timetable:**

<b>Early work:</b>	<b>8:55 - 9.05</b>	<b>9:05 - 9.35</b>	<b>9.30 - 10.30</b>	<b>10.30-10.45</b>	<b>10:45 - 11:55</b>	<b>11:55 - 12:15</b>	<b>12.15 - 1.05</b>	<b>1.05 - 2.05</b>	<b>2.05 - 2.50</b>	<b>3.05 - 3.15</b>
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<b>Monday</b>		<b>Daily Reading Lesson</b>	English lesson linked to quality class text	<b>B</b>	<b>Maths</b>	Read aloud - poetry	<b>OTTER Reading for Pleasure</b>	<b>L</b>			<b>Read Aloud- POETRY</b>
<b>Tuesday</b>		<b>Daily Reading Lesson</b>	English lesson linked to quality class text	<b>R</b>	<b>Maths</b>	Otter	<b>OTTER Reading for Pleasure</b>	<b>U</b>			<b>Read Aloud</b>
<b>Wednesday</b>		<b>Daily Reading Lesson</b>	English lesson linked to quality class text	<b>E</b>	<b>Maths</b>	Otter	<b>OTTER Reading for Pleasure</b>	<b>N</b>			<b>Read Aloud</b>
<b>Thursday</b> Non-fiction topic book fact-finding	Non-fiction topic book fact-finding	<b>Daily Reading Lesson</b>	English lesson linked to quality class text	<b>A</b>	<b>Maths</b>	Read aloud	<b>OTTER Reading for Pleasure</b>	<b>C</b>			<b>R &amp; R (Read &amp; Relax) cross KS Reading for Pleasure</b>
<b>Friday</b>			<b>Assembly</b>	<b>Daily Reading Lesson</b>	English lesson linked to quality class text	<b>K</b>	<b>Maths</b>	<b>Otter</b>			<b>Read Aloud</b>

**KS2 Weekly Text Overview:**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Daily reading lesson texts	Kensuke Kingdom Decoding Implementation Text discussion							Decoding Implementation Text discussion						
Quality texts in literacy	Wreck of the Zanzibar Diary writing  Decoding Implementation Text discussion	Wreck of the Zanzibar Diary Writing  Decoding Implementation Text discussion	Wreck of the Zanzibar  Decoding Implementation Text discussion		Wreck of the Zanzibar Letter Writing Decoding Implementation Text discussion		TEXT GENRE  Decoding Implementation Text discussion	TEXT GENRE  Decoding Implementation Text discussion	TEXT GENRE  Decoding Implementation Text discussion		TEXT GENRE  Decoding Implementation Text discussion	TEXT GENRE  Decoding Implementation Text discussion	TEXT GENRE  Decoding Implementation Text discussion	TEXT GENRE  Decoding Implementation Text discussion
Class reader	Daily poems "I am the seed that grew the tree."							Daily poems "I am the seed that grew the tree."						