



Long-Term Planning: Reading

2023-24



Year Group	Year 5
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AUTUMN TERM

Date week beginning	Shared Reading Text	Genre	Focused Session Objective (Skills and Knowledge)	Extra Notes (Optional)
04.09.23	The book of hopes	Fiction	Phrasing/ Raising questions	How are children using full stops, commas, dashes, semi-colons, dashes, brackets to read multi-clausal sentences?
11.09.23	The book of hopes	Fiction	Phrasing/ Raising questions	How are children using full stops, commas, dashes, semi-colons, dashes, brackets to read multi-clausal sentences?
18.09.23	The lost happy endings	Fiction	Clarifying	Stop at a word they don't know <ul style="list-style-type: none"> - Go back read it again but slower - Replace words - Use root word/prefix/suffix
25.09.23	The lost happy endings	Fiction	Clarifying	Stop at a word they don't know <ul style="list-style-type: none"> - Go back read it again but slower - Replace words Use root word/prefix/suffix
02.10.23	The lost happy endings	Fiction	Visualising	Can compare drawings with each other and then with the book illustrations Our picture is continually moving/changing
09.10.23	The lost happy endings	Fiction	Visualising	Can compare drawings with each other and then with the book illustrations Our picture is continually moving/changing
16.10.23 Half Term				
23.10.23	The lost happy endings	Non-Fiction	Working memory	So basically...
30.10.23	The lost happy endings	Non-Fiction	Working memory	So basically...
6.11.23	Celebrating Black History	Non-Fiction	Skimming and Scanning/literal retrieval	What is the key word? Fastest finger first to find the word and then read the whole sentence slowly to find the answer

13.11.23	Celebrating Black History	Non-Fiction	Skimming and Scanning/literal retrieval	What is the key word? Fastest finger first to find the word and then read the whole sentence slowly to find the answer
20.11.23	Narnia	Fiction	Grammar for reading	Pronoun tracking
27.11.23	Louvre	Non-Fiction	Grammar for reading	Determiners
04.12.23	Extract from Beauty and the Beast	Fiction	Inference	Formal introduction of inference through extract of a text. From this clue, I can infer...
11.12.23	Zombierella	Fiction (In verse)	Inference – longer paragraph/Back ground knowledge	From this clue, I can infer... because...
18.12.23	Reading Assessment	Fiction	Application of all skills	

N.C Objectives: Please highlight once covered at the end of the term.

<p>Word Reading</p> <ul style="list-style-type: none"> • 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 	<p>Comprehension</p> <ul style="list-style-type: none"> • maintain positive attitudes to reading and an understanding of what they read by: <ul style="list-style-type: none"> • 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:
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	<ul style="list-style-type: none"> • 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 <u>This is covered in all Shared Reading lessons at the start of each session.</u> • summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas • 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
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SPRING TERM

Date	Shared Reading Text	Genre	Focused Session Objective (Skills and Knowledge)	Extra Notes (Optional)
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08.01.24	Zombierella	Fiction (In verse)	Inference – longer paragraph/Back ground knowledge	From this clue, I can infer... because...
15.01.24	Zombierella	Fiction (In verse)	Inference – longer paragraph/Back ground knowledge	From this clue, I can infer... because...
22.01.24	Zombierella	Fiction (In verse)	Inference – longer paragraph/raising questions	From this clue, I can infer... because...
29.01.24	Zombierella	Clarification/Grammar for reading	Words in context	The word ... means... In this context, ... refers to/relates to...
5.2.24	Zombierella	Clarification/Grammar for reading	Words in context	The word ... means... In this context, ... refers to/relates to...
12.2.24	Zombierella	Fiction	Inference motives and thoughts	This character is thinking... because...
19.2.24 Half Term				
26.02.24	Zombierella	Fiction	Inference motives and thoughts	This character is thinking... because...
04.03.24	Poetry- The Sea	Fiction	Inference and author's use of language	I can infer... because... Perhaps... This word suggests...
11.03.24	Poetry- Rupa's Hand	fiction	Inference and author's use of language	I can infer... because...
18.03.24	Poetry- The Bully Asleep	Fiction	Inference and author's use of language	Perhaps...

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<p>Word Reading</p> <ul style="list-style-type: none"> 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 	<p>Comprehension</p> <ul style="list-style-type: none"> maintain positive attitudes to reading and an understanding of what they read by: <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
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- 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 **Poetry is read aloud as a class during poetry based lessons.**
- 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 **This is covered in all Shared Reading lessons at the start of each session.**
 - summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
 - 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

SUMMER TERM

Date	Shared Reading Text	Genre	Focused Session Objective (Skills and Knowledge)	Extra Notes (Optional)
08.04.24	Survival Handbook	Non-Fiction	Summarising – paragraphs	I summarise that... The main point of this paragraph/page is...
25.04.24	Survival Handbook	Non-Fiction	Summarising – paragraphs	I summarise that... The main point of this paragraph/page is...
22.04.24	Survival Handbook	Non-fiction	Fact and opinion	This statement is...
29.04.24	Treasure Island	Fiction	Gist	So far... What has happened is... Perhaps... Children can also draw 3 key images
06.05.24	Treasure Island	Fiction	Gist	So far... What has happened is... Perhaps... Children can also draw 3 key images
13.05.24	Wizard of Oz	Fiction	Theme	The themes of this story are...
20.5.24	Reading assessment	Fiction	Application of all skills taught this year	
27.05.24 Half Term				

03.06.24	The Maya	Non- Fiction	Application of all skills taught this year	Teacher models applying all reading skills to questions before children have a go independently. (I, We, You)
10.06.24	Forces	Non-Fiction	Application of all skills taught this year	Teacher models applying all reading skills to questions before children have a go independently. (I, We, You)
17.06.24	The Shang Dynasty and Assessment	Non- Fiction	Application of all skills taught this year	Teacher models applying all reading skills to questions before children have a go independently. (I, We, You)
24.06.24	Movies	Non- Fiction	Application of all skills taught this year	Teacher models applying all reading skills to questions before children have a go independently. (I, We, You)
01.07.24	Elizabethans	Non- Fiction	Application of all skills taught this year	Teacher models applying all reading skills to questions before children have a go independently. (I, We, You)
08.7.24	Poem by Joseph Coelho	Poetry	Performance Poetry	Children learn and perform poetry.

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