

TEXT

Fiction

AUTHOR FOCUS

Stig of the dump by Clive King

Anne Fine , Jenny Nimmo

Room 13 by Robert Swindells

Krindlekrax by Philip Ridley

Everest by Alexander Stewart

The Queen of Darkness by Tony Bradman

The Tin Forest / Varmints by Helen Ward

The Boy in the Tower by Polly Ho-Yen

Farther by Grahame Baker-Smith

Tuesday by David Wiesner

The Journey by Francesca Sanna

Blackout by Tony Bradman

The Clockwork Crow by Catherine Fisher

Myths and legends

Sir Gawain and the Greene Knight

Sir Gawain and the loathly lady

Non-Fiction

Boudica – non-fiction books

Iron Age – non-fiction books

Science texts – linked to planning overview

<https://theteachingbooth.wordpress.com>

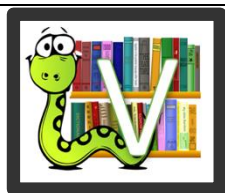
Poetry



The Magic Box
By Kit Wright

Lost Magic
The Very Best of Brian Moses

Deep in the Green Wood
By Wes Magee



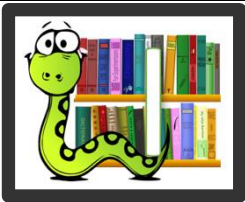
Vocabulary

KEY KNOWLEDGE:

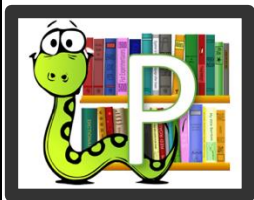
WORD READING

The pupil can:

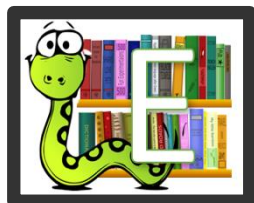
- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word



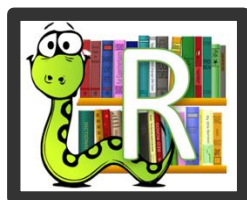
Infer



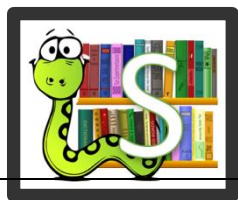
Predict



Explain



Retrieve



COMPREHENSION

The pupil maintains positive attitudes to reading and understanding of what they read. The pupil can:
read and discuss a range of fiction, poetry, plays, non-fiction and reference books or text books

- read books that are structured in different ways and read for a range of purposes
- increase their familiarity with a wide range of books, including fairy stories, myths, legends and **traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions**
- **recommend books that they have read to their peers, giving simple reasons for their choices and sometimes referring to the text**
- begin to use more complex dictionaries to check the meaning of many unknown words that they have read
- **identify and discuss themes and conventions in and across a wide range of writing e.g. use of first person when writing diaries or autobiographies**
- **make comparisons within and across books e.g. plot, genre and theme**
- **learn a wider range of age-appropriate poetry by heart**
- prepare 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
- recognise a range of poetic forms [for example, free verse, narrative poetry]
- discuss many words and phrases that capture the reader's interest and imagination

The pupil can understand both the books they can already read, as well as those they listen to. The pupil can:

- check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- ask questions to improve their understanding
- with occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predict what might happen from details stated and implied
- with support, locate relevant information in a text, summarise the main ideas drawn from more than one paragraph and identify key details that support the main ideas
- identify how language, structure and presentation contribute to meaning
- confidently retrieve and record information from non-fiction
- confidently participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Summarise

- **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 some views**
- **explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining focus on the topic and using notes where necessary to provide reasoned justifications for their view**

What should be seen in the classroom?

- Silent reading time – 30 minutes at least 3 x week
- Individual reading (1:1) where appropriate
- Daily story time with class reader
- Author focus linked to whole class reader – display of books for children to choose and recommend
- Weekly whole class reading lesson – whole class reading book
- Non-fiction and poetry focus for whole class reading lesson at least once each half term.
- Vipers to be used to implicitly teach reading skills
- **Recommending books they have read to their peers, giving reasons for their choices**
- **Participate in discussions about books that are read to them and those they can read for themselves**
- Poem of the Day (Poetry Spine Book)
- Learn a wider range of poetry by heart
- Termly, prepare poems and plays to read aloud and to perform
- New vocabulary list – added to weekly
- In other curriculum subjects – retrieve, record and present information from non-fiction

(**red font** – YEAR 5 specific end of year targets)

POETRY OVERVIEW

Year	Reading Comprehension	Writing Composition	Poetry Genre
TOPAZ	<p>Continue to read and discuss an increasingly wide range of poetry</p> <p>Read books (<i>poems</i>) that are structured in different ways and for a range of purposes</p> <p>Increase familiarity with a wide range of books, (<i>poems</i>) from our literary heritage, and books (<i>poems</i>) from other cultures and traditions</p> <p>Recommend books (<i>poems</i>) that they have read to their peers, giving reasons for their choices</p> <p>Identify and discuss themes and conventions in and across a wide range of writing (<i>poetry</i>)</p> <p>Make comparisons within and across books (<i>poems</i>)</p> <p>Learn a wider range of poetry by heart</p> <p>Prepare poems to read aloud/perform, showing understanding through intonation/tone/volume so that the meaning is clear to an audience</p> <p>Participate in discussions about books (<i>poems</i>) that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p>	<p>Plan their writing by:-</p> <ul style="list-style-type: none"> - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own -noting and developing initial ideas, drawing on reading and research where necessary <p>Draft and write by:</p> <ul style="list-style-type: none"> - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning <p>Proof-read for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>Performing</p> <p>Perform and read aloud a wide range of poems. Consider intonation, tone and volume to show meaning to the audience</p> <p>Perform own composition using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>Creating</p> <p>Blackout poems</p> <p>Structured grammar poem</p> <p>Use figurative language: similes, metaphors, personification etc. (Writing Models Book Y5)</p> <p>Free verse based on themes/issues etc. Ballads</p> <p>Cinquain</p> <p>Comic verse</p> <p>Concrete poems</p> <p>Exploring and using unusual/surprising word combinations</p> <p> kennings</p> <p>Model verb poems (if only)</p> <p>Consider layout and presentation</p> <p>Analysing</p> <p>Poetry reviews Poetry analysis Recommendations</p> <p>The above could include:</p> <p>Connections/devices used/structure/themes and conventions/memorable part/effect on reader/messages from the poem giving reasons</p> <p>Summarise poems</p>