Y5 Reading	Autumn Term	Spring Term	Summer term
Decoding			
Range of Reading	Identify the purpose and audience of a range of text types: -fiction -non-fiction -poetry -reference or textbooks	Identify and comment on structure and organisation of a range of texts -in reports, how expert opinions may be included to influence the reader Identify the purpose and audience of a range of text types: -fiction -non-fiction -poetry -reference or textbooks	Identify and comment on structure and organisation of a range of texts -in parodies, how writers exaggerate the style, tone or other characteristics of the original work, making it appear ridiculous -in narrative, how flashback paragraphs can reveal insight into a character's motives. Identify the purpose and audience of a range of text types: -fiction -non-fiction -poetry -plays -reference or textbooks
Familiarity with texts	Over a period of time experience and become familiar with a wide range of books: -myths, legends and traditional stories -modern fiction **Make comparisons within and across books** -setting -character -plot,	Over a period of time experience and become familiar with a wide range of books: -myths, legends and traditional stories -modern fiction -fiction from our literacy heritage **Make comparisons within and across books** -setting -character -plot, -voice	Over a period of time experience and become familiar with a wide range of books: -myths, legends and traditional stories -modern fiction -fiction from our literacy heritage Identify and discuss themes including : -heroism, -friendship and betrayal -loss -revenge -bullying

Poetry and Performance	Know a wide range of poetry by heart Show understanding of poems Perform poems and plays with confidence to a range of audiences Prepare and perform poems with confidence to a range of audiences using appropriate intonation, tone, volume or action when performing -identifying appropriate intonation, tone, volume or action in other's performance and offering constructive comments.	Know a wide range of poetry by heart Show understanding of poems Perform poems and plays with confidence to a range of audiences Prepare and perform poems with confidence to a range of audiences using appropriate intonation, tone, volume or action when performing -identifying appropriate intonation, tone, volume or action in other's performance and offering constructive comments.	Show understanding of play scripts
Word Meanings			
Understanding	**Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context** Ask questions of themselves about their understanding of the text Discuss understanding with peers or adults to clarify meaning Use prior knowledge, what they have read so far and questioning to check meaning. Asking questions to improve their understanding Ask questions to clarify meaning of words, phrases, characters intent, events, plot, setting and text structure Generate questions about the text	**Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context** Ask questions of themselves about their understanding of the text Discuss understanding with peers or adults to clarify meaning Use prior knowledge, what they have read so far and questioning to check meaning. Asking questions to improve their understanding Ask questions to clarify meaning of words, phrases, characters intent, events, plot, setting and text structure Generate questions about the text	**Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context** Ask questions of themselves about their understanding of the text Discuss understanding with peers or adults to clarify meaning Use prior knowledge, what they have read so far and questioning to check meaning. Asking questions to improve their understanding Ask questions to clarify meaning of words, phrases, characters intent, events, plot, setting and text structure Generate questions about the text

	Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Skim and scan to identify key words and phrases incorporating techniques -highlighting -annotating -bullet points Identify and use key events or details when summarising, orally rehearsing to check appropriate coverage and clarity Discuss, identify and summarise main ideas about how characters feelings, behaviour and relationships change across a text. Use a range of formats to record summaries	**Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas** Skim and scan to identify key words and phrases incorporating techniques -highlighting -annotating -bullet points Identify and use key events or details when summarising, orally rehearsing to check appropriate coverage and clarity Discuss, identify and summarise main ideas about how characters feelings, behaviour and relationships change across a text. Use a range of formats to record summaries	**Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas** Skim and scan to identify key words and phrases incorporating techniques -highlighting -annotating -bullet points Identify and use key events or details when summarising, orally rehearsing to check appropriate coverage and clarity Discuss, identify and summarise main ideas about how characters feelings, behaviour and relationships change across a text. Use a range of formats to record summaries
Inference	Using textual references, demonstrate an understanding of inference	Infer writers' perspective from what is written and from what is implied Answer inferential questions by stating a point, backing it up with evidence from the text and explaining thinking.	Infer writers' perspective from what is written and from what is implied Answer inferential questions by stating a point, backing it up with evidence from the text and explaining thinking.
Prediction	Make regular predictions about characters, events and actions as they read across a text drawing on knowledge of the world and previous reading, justifying reasons with reference to the text Make and justify predictions from what is implied	Make regular predictions about characters, events and actions as they read across a text drawing on knowledge of the world and previous reading, justifying reasons with reference to the text Make and justify predictions from what is implied	Make regular predictions about characters, events and actions as they read across a text drawing on knowledge of the world and previous reading, justifying reasons with reference to the text Make and justify predictions from what is implied

Authorial Intent	Identify how structure and presentation contributes to meaning by exploring and learning the conventions of different texts type -greetings in letters -diary written in first person, Use evidence from the text to demonstrate the impact of language on the reader cross a range of texts -persuasive language techniques used in adverts, posters or through authorial voice	Identify how structure and presentation contributes to meaning by exploring and learning the conventions of different texts type -personalisation in non-chronological reports. Identify examples of figurative language considering the impact of the reader: -simile -metaphor -personification Recognise rhetorical devices used to argue, persuade, mislead and sway the reader	Identify how structure and presentation contributes to meaning by exploring and learning the conventions of different texts type -bracketed stage direction in play scripts -autobiographies written in first person -frequent use of passive voice to avoid Identify examples of figurative language considering the impact of the reader: -onomatopoeia -hyperbole -analogy Discuss and evaluate how authors use language for comic and dramatic effects. Use evidence from the text to demonstrate the impact of language on the reader cross a range of texts -persuading the reader to consider a character in a certain light
Non-Fiction	**Distinguish between statements of fact and opinion** **Retrieve, record and present information from non-fiction** Skim and scan a text to efficiently and quickly locate required information	**Retrieve, record and present information from non-fiction** Skim and scan a text to efficiently and quickly locate required information Use the presentational features of non-fiction text types to effectively retrieve, record and present information: -sub-headings -tables and charts -maps, diagrams and labels	**Retrieve, record and present information from non-fiction** Skim and scan a text to efficiently and quickly locate required information

Plan and present a formal debate in groups

| Discussing reading | **Participate in discussions about books that are read to them and those they can read for themselves, building on the their own and others' ideas and challenging views courteously**
-Express ideas and viewpoints across a range of genres, justifying their ideas to support their viewpoints

Ask and respond to questions using evidence from the text, contributing confidently in group and whole class discussions

Listen attentively to the evidence provided b others

Challenge, with their own evidence, the views of others , using appropriate language structures

Make notes on and use evidence from a text to explain events or ideas

Collect and discuss information about what has been read | **Participate in discussions about books that are read to them and those they can read for themselves, building on the their own and others' ideas and challenging views courteously**
-Express ideas and viewpoints across a range of genres, justifying their ideas to support their viewpoints

Ask and respond to questions using evidence from the text, contributing confidently in group and whole class discussions

Listen attentively to the evidence provided b others

Challenge, with their own evidence, the views of others , using appropriate language structures

Routinely use evidence from a text when expressing a personal viewpoint | **Participate in discussions about books that are read to them and those they can read for themselves, building on the their own and others' ideas and challenging views courteously**
-Express ideas and viewpoints across a range of genres, justifying their ideas to support their viewpoints

Ask and respond to questions using evidence from the text, contributing confidently in group and whole class discussions

Listen attentively to the evidence provided b others

Challenge, with their own evidence, the views of others , using appropriate language structures

Prepare a formal presentation supported by notes

Routinely use evidence from a text when expressing a personal viewpoint

Demonstrate an understanding of underlying themes , causes and points of view. |