English Curriculum Year 5
Reading Objectives 2021 - 2022

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core text	A long walk to water Losing tale Persuasive Letter	George's secret key to the universe. Portal/Fantasy tale Biography	A London eye mystery. Suspense tale travel guide/discussion/debate	Vikings? Vicious Vikings Viking sagas Fact file, information text	Floodland Finding tale. Persuasive writing explanation texts poetry	Harry Miller's Run newspaper report Journey tale. Flashback

	In Autumn term I will be able to:		**In Spring term I will be able to:**		**In Summer Term I will be able to:**	
Applying Phonics	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. Apply growing knowledge of root words, prefixes and suffixes Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example, *–ate; –ise; –ify*] **Verb prefixes** [for example, *dis–*, *de–*, *mis–*, *over–* and *re–*] **Relative clauses** beginning with *who*, *which*, *where*, *when*, *whose*, *that*, or an omitted relative pronoun Indicating degrees of possibility using **adverbs** [for example, *perhaps*, *surely*] or **modal verbs** [for example, *might*, *should*, *will*, *must*]					
RFP: Comprehension	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read books that are structured in different ways and reading for a range of purposes Identify and discuss themes and conventions in and across a wide range of writing making comparisons within and across books		Understand that inferences can be drawn from different parts of the text. Increasing 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 Learn a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone		Use meaning – seeking strategies to explore the meaning of idiomatic and figurative language. Understand that inferences can be made by reading between and beyond the lines. Know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react.	

		and volume so that the meaning is clear to an audience	Explain how the context of a text reflects the reaction of the audience it was written for. Devices to build **cohesion** within a paragraph [for example, *then*, *after that*, *this*, *firstly*] Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before]
RFP: Justification of views	Listen to others' ideas and opinions about a text. Make connections between other similar texts, prior knowledge and experience. Explain why there are connections, using evidence.	Recommend books that I have read to my peers, giving reasons for my choices Participate in discussions about books that have been read to me and those I can read for myself, building on my own and others' ideas and challenging views courteously	Explain and discuss understanding of what has been read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
RFP: Positive Attitude	Find words and language that are used for effect. Can explain how the words and language create a precise effect.	Discuss and explain how and why different books have different structures. Evaluate the usefulness of a non-fiction book to research questions raised. Understand that a writer moves events forward through a balance of dialogue, action and description. Record effective words and language from reading to use in my own writing.	Can explore how dialogue is used to develop character. Can explore how actions are added to dialogue to move events forward Can explore the structures and techniques used. For example, short sentences, rhetorical questions, ellipsis, flashbacks. Can record examples of effective techniques and structures from reading to use in my writing.
Retrieving Information from the text	Identify key information from my text. Summarise key information in sentences. Find key information from different parts of the text. Predict what might happen from details stated and implied	Understand that a narrative can be told from different points of view – narrator, character. Identify the point of view in a narrative. Understand that the writer may have a viewpoint.	Explore how events are viewed from another perspective. Explain the writer's viewpoint with evidence from the text. Identify the writer's viewpoint, for example, how different characters are presented.

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