

St Michael's Catholic Primary School



Reading Scheme Overview of Knowledge and Skills

Year 5

Year 5					
Autumn 1	Texts	Word reading	Comprehension	Skills and strategies	Content domains (grouped skills focus)
Unit A - Space	<p>Planets DK Eyewitness</p> <p>News articles: - NewScientist online news - Guardian news - Independent News - ESA News - BBC News</p> <p>A Poem for Every Night of the Year Edited by Allie Esiri p - The Wind and the Moon - Silver – Walter de la Mare</p> <p>The Sun is Laughing by Grace Nichols</p> <p>The War of the Worlds H.G. Wells</p> <p>The Infinite Lives of Maisie Day by Christopher Edge</p>	<ul style="list-style-type: none"> •Apply 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 	<ul style="list-style-type: none"> •Read books that are structured in different ways and read for a range of purposes •Make comparisons within and across books e.g. plot, genre and theme •Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context •Predict what might happen from details stated and implied •Retrieve, record and present some information from fiction and non-fiction •Identify how language, structure and presentation contribute to meaning •Distinguishing between statements of fact and opinion 	<ul style="list-style-type: none"> •Recognise many Year 5&6 Word List words with automaticity •Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences •Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning •Connecting prior knowledge and textual information to make inferences and predictions •Scan to find specific details using graphic and textual organisers, e.g. sub-headings, diagrams etc •Use information on-screen and on paper 	<p>2e Predict what might happen from details stated and implied</p> <p>2f Identify / explain how information / narrative content is related and contributes to meaning as a whole</p> <p>2h Make comparisons within the text</p>

Year 5					
Autumn 2	Texts	Word reading	Comprehension	Skills and strategies	Content domains (grouped skills focus)
Unit B- Reading Breadth: Modern Fiction & Poetry – Wider Range	<p>The Storm Keeper’s Island by Catherine Doyle</p> <p>Sky Song by Abi Elphinstone</p> <p>From Wonderland: Alice in Poetry edited by Michaela Morgan</p> <p>- Jabberwocky by Lewis Carroll</p> <p>- The Ursin Fight by Joseph Coelho</p>	<ul style="list-style-type: none"> •Applying 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 	<ul style="list-style-type: none"> •Increasing their familiarity with a wide range of books, including modern fiction •Making comparisons within and across books e.g. plot, genre and theme •Predicting what might happen from details stated and implied •Participating in discussions about books that are read to them and those they can read for themselves •Asking questions to improve their understanding •Preparing poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 	<ul style="list-style-type: none"> •Recognising and reading many Year 5&6 Word List words with automaticity •Identifying how punctuation relates to sentence structure and how meaning is constructed in complex sentences •Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation helps make meaning •Connecting prior knowledge and textual information to make inferences and predictions •Reading closely, annotating for specific purposes 	<p>2e predict what might happen from details stated and implied</p> <p>2h make comparisons within the text</p>

Year 5					
Spring 1	Texts	Word reading	Comprehension	Skills and strategies	Content domains (grouped skills focus)
Unit C - Victorians	<p>Victorians DK Eyewitness</p> <p>How They Made Things Work! In the Age of Industry by Richard Platt</p> <p>'Song of the Shirt' by Thomas Hood</p> <p>Christmas Day in the Workhouse by George Robert Sims</p> <p>Brick-yard Boy – Anon</p> <p>Street Child by Berlie Doherty</p> <p>A Christmas Carol by Charles Dickens</p>	<ul style="list-style-type: none"> Apply 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 	<ul style="list-style-type: none"> Make comparisons within and across books e.g. plot, genre and theme 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 With support, locate relevant information in a text, summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas Identify how language, structure and presentation contribute to meaning With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> Recognise and read most Year 5&6 Word List words with automaticity Use a range of strategies for skimming, e.g. finding key words or phrases, gist, main ideas, themes Identify features of texts, e.g. introduction to topic, sequence, illustrations, formality through language choices Finding the main idea of a text Use information on-screen and on paper Read closely, annotating for specific purposes 	<p>2f identify / explain how information / narrative content is related and contributes to meaning as a whole</p> <p>2c summarise main ideas from more than one paragraph</p> <p>2h make comparisons within a text</p> <p>2d make inferences from the text / explain and justify inferences with evidence from the text</p>

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Spring 2	Texts	Word reading	Comprehension	Skills and strategies	Content domains (grouped skills focus)
Unit D - Myths and Legends	<p>Between Worlds: Folktales of Britain and Ireland By Kevin Crossley-Holland</p> <p>Outlaw – the true story of Robin Hood by Michael Morpurgo</p> <p>How the Whale Became and Other Stories by Ted Hughes</p> <p>- How the Polar Bear Became</p> <p>- How the Hare Became</p> <p>- How the Whale Became</p> <p>The Highwayman by Alfred Noyes</p> <p>The Lady of Shalott by Alfred Lord Tennyson</p>	<ul style="list-style-type: none"> •Apply 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 	<ul style="list-style-type: none"> •Increase their familiarity with a wide range of books, including myths and legends •Identify and discuss themes and conventions in and across a wide range of writing •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 •With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence •Provide reasoned justifications for their views •Prepare plays to read aloud and to perform, showing understanding through 	<ul style="list-style-type: none"> •Recognise and read most Year 5&6 Word List words with automaticity •Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences •Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning •Read closely, annotating for specific purposes •Use a range of strategies for skimming, e.g. finding key words or phrases, gist, main ideas, themes 	<p>2d make inferences from the text / explain and justify inferences with evidence from the text</p> <p>2h make comparisons within the text.</p>

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Summer 1	Texts	Word reading	Comprehension	Skills and strategies	Content domains (grouped skills focus)
Unit E - North & South America / World	<p>North America (Mathalon Maps) by Joanne Randolph</p> <p>National Geographic Website</p> <p>My Side of the Mountain by Jean Craighead George</p> <p>Amazon DK Eyewitness by Tom Jackson</p> <p>My Name is River by Emma Rea</p> <p>- The Andes, South America - New York - The Amazon Rainforest by Jane Goulbourne (Literacy Counts)</p>	<ul style="list-style-type: none"> •Apply 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 	<ul style="list-style-type: none"> •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 •Identify and discuss themes and conventions in and across a wide range of writing •Identify how language, structure and presentation contribute to meaning •Identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author's language to create mood and build tension and the impact on the reader •Provide reasoned justifications for their views 	<ul style="list-style-type: none"> •Recognise and read all Year 5&6 Word List words with automaticity •Identify features of texts, e.g. introduction to topic, sequence, illustrations, degree of formality •Use information on-screen and on paper •Read closely, annotating for specific purposes •Use a range of strategies for skimming, e.g. finding key words or phrases, gist, main ideas, themes 	<p>2f identify / explain how information / narrative content is related and contributes to meaning as a whole</p> <p>2h make comparisons within the text</p> <p>2g identify / explain how meaning is enhanced through choice of words and phrases</p>

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Summer 2	Texts	Word reading	Comprehension	Skills and strategies	Content domains (grouped skills focus)
Unit F - Other Cultures and Traditions & Poetry	<p>Journey to Jo'burg by Beverley Naidoo</p> <p>Kick by Mitch Johnson</p> <p>Oranges in No Man's Land by Elizabeth Laird</p> <p>Wicked World! by Benjamin Zephaniah</p> <p>-The British</p> <p>- Roma People Roam</p> <p>- We Refugees</p> <p>- Fearless Bushmen</p>	<ul style="list-style-type: none"> •Apply 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 	<ul style="list-style-type: none"> •Increase their familiarity with a wide range of books, including books from other cultures and traditions •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 •Identify and discuss themes and conventions in and across a wide range of writing •Identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author's language to create mood and build tension and the impact on the reader •Provide reasoned justifications for their views •Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 	<ul style="list-style-type: none"> •Recognise and read all Year 5&6 Word List words with automaticity •Read closely, annotating for specific purposes •Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences •Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning •Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases 	<p>2h make comparisons within the text</p> <p>2g identify / explain how meaning is enhanced through choice of words and phrases</p>