



Sandhurst Primary School Sequential Reading Curriculum: Year 5 Churchill Class



Topic	Maafa		Frozen Kingdoms		Britain at War	
Texts	Freedom 1783 by Catherine Johnson	<p>The Bonfire at Night by Enid Blyton</p> <p>In Flanders Fields by John McCrae</p> <p>Twas the Night Before Christmas by Clement Clarke Moore</p> <p>Freedom 1783 by Catherine Johnson</p>	You Wouldn't Want to Be on Shackleton's Polar Expedition! by Jen Green.	The Wolf Wilder by Katherine Rundell	Goodnight Mr Tom by Michelle Magorian	<p>The Second World War (Usborne History of Britain) by Henry Brook</p> <p>Goodnight Mr Tom - cont</p>
Reading Skill and VIPERS	Term 1 Fiction Children can...	Term 2 (Poetry and fiction continued) Children can...	Term 3 Non-fiction Children can...	Term 4 Fiction Children can...	Term 5 Fiction Children can...	Term 6 Non-Fiction and Fiction continued
Decoding and word reading	<p>Read most words fluently and attempt to decode any unfamiliar words using their contextual clues.</p> <p>Discuss new vocabulary, show definition and also read the word during 'read to' sessions and teaching to ensure correct pronunciation.</p>	<p>Read most words fluently and attempt to decode any unfamiliar words using their contextual clues.</p> <p>Identify and discuss new vocabulary with support find the definition. Read the word during 'read to' sessions and teaching to ensure correct pronunciation</p> <p>Begin to ask questions to develop their own understanding.</p>	<p>Confidently read most words fluently and attempt to decode any unfamiliar words and topical terminology using their contextual clues.</p> <p>Use the words before and after to check for accuracy.</p> <p>Apply their growing knowledge of root words, prefixes and suffixes/ word endings to read aloud fluently.</p> <p>Skim and scan for spelling patterns which they have learnt, to identify that pattern in context.</p> <p>Identify and discuss new vocabulary and topical vocabulary (pre-empted by teacher), independently find the definition. Read the word during 'read to' sessions and teaching to ensure correct pronunciation</p>	<p>Confidently decode words using contextual clues or if unable to use contextual clues, children independently use a dictionary.</p> <p>Read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound</p>	<p>Read most Y5/ Y6 exception words,</p> <p>Identify and discuss new vocabulary (pre-empted by teacher), independently find the definition. Check correct pronunciation during 'read aloud' sessions.</p>	<p>Confidently decode words using contextual clues or independently use a dictionary.</p> <p>Confidently apply their knowledge of root words, prefixes and suffixes/ word endings, to read aloud fluently.</p>
Fluency and phrasing	<p>Read a wider range of texts.</p> <p>Begin to read with accuracy and at a reasonable speaking</p>	<p>Read examples of poetry as well as fiction texts</p> <p>When reading poetry aloud, continually show an awareness of the</p>	<p>Read with accuracy and at a reasonable speaking pace, reading most words effortlessly and work out how to pronounce unfamiliar and topical words and terminology.</p>	<p>Read with accuracy and at a reasonable speaking pace, reading most words effortlessly and work</p>	<p>Read with accuracy and at a reasonable speaking pace, reading most words effortlessly and work out how to</p>	<p>Read a wide range of texts. Confidently read with accuracy and at a reasonable speaking pace, reading most words effortlessly and work</p>



Sandhurst Primary School Sequential Reading Curriculum: Year 5 Churchill Class






	<p>pace. Read aloud sessions to support development or reading.</p> <p>Read different texts modelling different intonations. Complete independent reading and then discuss what they have read.</p>	<p>audience using intonation, tone, volume and action.</p>	<p>Complete independent reading and then discuss what they have read.</p>	<p>out how to pronounce unfamiliar words.</p> <p>Discuss differences in text and how they are read.</p>	<p>pronounce unfamiliar words.</p> <p>Use the context of the word and knowledge of spelling patterns.</p>	<p>out how to pronounce unfamiliar words.</p> <p>Use the context of the word and knowledge of spelling patterns</p> <p>Complete independent reading and then discuss what they have read.</p> <p>Confidently sight-read all Y3-4 exception words and Y5-6 words (and similar) with automaticity.</p>
<p>Vocabulary</p>	<p>With support, discuss their understanding of words in context.</p> <p>Consider together as a class why the author used a particular word or phrase.</p>	<p>Begin to locate the context of a word to clarify its meaning.</p> <p>Begin to justify independently what effect the poet is trying to achieve for the reader.</p>	<p>Begin to confidently use a dictionary or thesaurus to support understanding of challenging vocabulary meaning within context.</p>	<p>Discuss their understanding of words in context and ask questions which develop their understanding.</p> <p>Independently use a dictionary or thesaurus to support understanding of unfamiliar words within context.</p> <p>Begin to independently evaluate the author's use of language and explain its impact on the reader, using evidence to support their opinions.</p>	<p>Discuss their understanding of words in context and challenge viewpoints appropriately.</p> <p>Confidently use a dictionary or thesaurus to support meaning.</p> <p>Discuss their understanding of the authors language choices and explore the meaning of words in context.</p> <p>Discuss vocabulary used by the author to create effect including figurative language.</p>	<p>Use a dictionary or thesaurus to support and develop meaning</p> <p>Discuss vocabulary and figurative language used by the author to create effect and to consider its impact on the reader.</p> <p>Explore the meaning of unfamiliar words.</p>
<p>Inference</p>	<p>Begin to draw inferences as a class during discussions.</p> <p>With support, begin to discuss themes across a range of texts</p>	<p>Begin to draw inferences independently, justifying with textual evidence form poems.</p> <p>With support, identify and discuss themes across a range of poems.</p>	<p>Look for a quote to justify a particular point.</p>	<p>Draw inferences independently, justifying with textual evidence.</p> <p>Be given a focal point when reading together and find their</p>	<p>Draw inferences independently, justifying with textual evidence.</p> <p>Independently identify and discuss themes across a range of texts.</p>	<p>Draw inferences independently, justifying with textual evidence.</p>



Sandhurst Primary School Sequential Reading Curriculum: Year 5 Churchill Class




				evidence independently. Identify and discuss themes across a range of texts.		
Prediction 	Make predictions from implied details, both before and after events.	Use opportunities to make predictions as to why the author wrote their particular poem. Look into the context of.	Make predictions from implied details, both before and after events.	Make predictions from implied details, both before and after events.	Make predictions from implied details, both before and after events Explore what could happen next independently Can justify why they think this using evidence from the text to support thought process and use of inference.	Confidently make predictions from implied details, both before and after events.
Explanation 	Share their opinions of the texts.	Begin to identify and discuss themes across a range of poems and fiction texts Read a variety of texts through class reading (fiction and poetry) Share their opinions of the texts, beginning to build upon their own ideas and others. Begin to identify and discuss figurative language used in poetry	Discuss how books, especially non-fiction books are structured in different ways and make links to other texts. Distinguish the difference between fact and opinion.	Share their opinions of the texts, building upon their own ideas and others. Make links to fact and opinion, discussing the author's use of language. Begin to understand why figurative language is used within certain texts.	Independently share their opinions of the texts, building upon their own ideas and others. Make links to fact and opinion, discussing and evaluating the author's use of language, considering the impact on the reader. Understand why figurative language is used within certain texts.	Independently make links to fact and opinion, discussing and evaluating the authors use of language, considering the impact on the reader. Understand how and why figurative language is used within certain texts.
Retrieve 	Answer questions which require them to justify their original answers. Discuss the meaning of quotes from the text Begin to locate the authors viewpoint.	Answer questions based on vocabulary, inference, retrieve and summarise. Locate the poets viewpoint, retrieving key details and begin to find quotations to support idea. Can they	Begin to ask questions which develop their understanding Skim and scan the text to find a quote to support the class's discussion. Begin to independently retrieve key details which develop their understanding.	Independently retrieve key details which develop their understanding.	Independently retrieve key details and quotes which develop their understanding. Locate the author's viewpoint, retrieving key details and to find	Confidently and independently retrieve key details and quotes which develop their understanding. Answer questions based on the author and text that they are reading in class.



Sandhurst Primary School Sequential Reading Curriculum: Year 5 Churchill Class



	Justify their interpretation of the authors viewpoint	interpret the poets meaning behind the poem?	To use knowledge of texts and organisation devices to retrieve, record and discuss information from non-fiction texts.		quotations to support idea.	
Summarise 	<p>As a class summarise a main idea within a paragraph.</p> <p>Order events within a chapter that they have just read.</p>	<p>Summarise ideas and themes from poems</p> <p>Begin to make links and comparisons within and across texts.</p> <p>Read a wider range of texts.</p>	<p>Summarise the book that they are reading, considering possible themes.</p> <p>Link themes to other books which they have read independently or as a class?</p>	<p>Summarise and make comparisons within the book.</p> <p>Order events throughout a book, referring to their notes.</p>	<p>Summarise and make comparisons within the book, considering what happened before and after.</p> <p>Order events throughout a book, using the skimming and scanning technique to check sequence of events.</p>	<p>Order events, such as chapter headings and justify their answers.</p>