



## 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   | <p>Goodnight Mr Tom by Michelle Magorian</p> <p>The Second World War (Usborne History of Britain) by Henry Brook</p> <p>Goodnight Mr Tom - cont</p>   |  |
| Reading Skill and VIPERS  | <b>Term 1 Fiction</b><br><b>Children can...</b>  | <b>Term 2 (Poetry and fiction continued) Children can...</b>   | <b>Term 3 Non-fiction</b><br><b>Children can...</b>  | <b>Term 4 Fiction</b><br><b>Children can...</b>  | <b>Term 5 Fiction</b><br><b>Children can...</b>   | <b>Term 6 Non-Fiction and Fiction continued</b>  |
| 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>  |



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|                          | <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><b>Vocabulary</b></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><b>Inference</b></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>  |



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|   |  |  |   | evidence independently.<br><br>Identify and discuss themes across a range of texts.   |   |  |
| <b>Prediction</b><br>  | 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<br><br>Explore what could happen next independently<br><br>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.   |
| <b>Explanation</b><br> | Share their opinions of the texts.   | Begin to identify and discuss themes across a range of poems and fiction texts<br><br>Read a variety of texts through class reading (fiction and poetry)<br><br>Share their opinions of the texts, beginning to build upon their own ideas and others.<br><br>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.<br><br>Distinguish the difference between fact and opinion.   | Share their opinions of the texts, building upon their own ideas and others.<br><br>Make links to fact and opinion, discussing the author's use of language.<br><br>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.<br><br>Make links to fact and opinion, discussing and evaluating the author's use of language, considering the impact on the reader.<br><br>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.<br>Understand how and why figurative language is used within certain texts. |
| <b>Retrieve</b><br>  | Answer questions which require them to justify their original answers. Discuss the meaning of quotes from the text<br>Begin to locate the authors viewpoint. | Answer questions based on vocabulary, inference, retrieve and summarise.<br><br>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<br>Skim and scan the text to find a quote to support the class's discussion.<br><br>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.<br><br>Locate the author's viewpoint, retrieving key details and to find   | Confidently and independently retrieve key details and quotes which develop their understanding.<br><br>Answer questions based on the author and text that they are reading in class.                                  |



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|   | 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.  |  |
| <b>Summarise</b><br> | <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> |