

Year 5

Objective	Learning objective	Success criteria	What does this look like?	Suggested text types
<p>Retrieve, record and present information from nonfiction. Children need to understand what they are reading in books independently.</p>	<p>LO retrieve information from a text</p> <p>LO use retrieval to record information from non-fiction texts</p>	<p>Retrieve information that tells me about a character/setting/emotions.</p> <ul style="list-style-type: none"> • Retrieve information using examples from the text to support understanding. • Use knowledge of technical vocabulary to retrieve information from the text. • Use skim and scanning skills to locate appropriate information quickly. • Locate information confidently and efficiently, using the full range of features of an information text, including information presented graphically. • Use different formats to record information about what has been read. • Identify that a question is expecting me to retrieve from the text. 	<p>A lot of retrieval will be linked to other areas in which children will be expected to retrieve.</p> <p>Here's the information, where did I find it?</p> <ul style="list-style-type: none"> • Create non-chronological reports using information extracted from texts. • True or false. Find facts from the text to answer questions. • Annotate pictures of characters/settings using retrieval from the text. • Record information read using a range of strategies e.g. flow charts, for and against columns, matrices and charts of significant information. 	<p>Journey to the rive sea by Eva Ibbotson</p> <ul style="list-style-type: none"> • Cloud busting by Malorie Blackman • The many worlds of Albie Bright by Christopher Edge • Kick by Mitch Johnson • The imaginary by A F Harold • Five on a treasure island by Enid Blyton

<p>Children need to read and understand new vocabulary. Exploring the meaning of words in context</p>	<p>LO use strategies to work out the meaning of new vocabulary (tier 2 words)</p> <p>LO explain the effects of words in context WALT use understanding of tier 3 technical vocabulary to explain meaning</p>	<p>Use a range of strategies, including the context and where necessary a dictionary, to make sense of the words used in a text.</p> <ul style="list-style-type: none"> • Use prior knowledge of vocabulary in order to determine word meaning. • Find the most fitting synonym to fit into the context of the writing. • Give plausible meaning of words used in a text. • Distinguish between everyday word meanings and their subject specific use, e.g. the specific meaning of force in scientific texts. • Use dictionaries effectively to locate word meanings and other information about words, e.g. by using alphabetical order, understanding abbreviations, determining which definition is the most relevant to the context. • Explain the meaning of tier 2 vocabulary in context. • Give increasingly precise explanations of word meanings that fit with the context of the text they are reading. • Explore vocabulary within contexts and predict meaning. 	<p>Strategies would be continually taught throughout every lesson and shared read. Vocabulary will always be a focus point in every lesson.</p> <p>Finding patterns within words using root words.</p> <ul style="list-style-type: none"> • How many synonyms can be found in a text? • Give a word, children have to find the more ambitious synonym from the text. • Give passages with words missing for children to guess the words. • Read paragraphs to gain context to help with word meaning. • Draw pictures to represent significant word choices (for example, insidious). 	<p>Inside out and back again by Thannha Lai</p> <ul style="list-style-type: none"> • Mortal Englines by Phillip Reeve • Gaslight by Eloise Williams • Cogheart by Peter Bunzi • The nowhere emporium by Ross McKenzie • Brightstorm by Vashti Hardy
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<p>Identify how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>LO identify how the author has used language to present meaning</p> <p>LO suggest authorial intent</p>	<p>Identifying the key phrases which the author has used to present meaning.</p> <ul style="list-style-type: none"> • Explore a wide range of language and its impact on the reader. • Discuss how the author has used figurative language for comparison and why it has been selected. • Identify and discuss expressions and comparisons which use figurative language. • Discuss the impression given to the reader through the use of figurative language • Explain why authors might have used particular language and what they suggest. • Discuss the use of language in different types of information e.g. words and phrases which signal a point of view in persuasive texts. • Understand what is implied about characters through the use of language. • Make judgements about characters' motives and attitudes from what they say and how they are described. • Make inferences from language clues given across a text. • Make inferences about settings and atmospheres based upon the language used to show how a character responds/feels. 	<p>Children will think about the choice of a single word and how it can be used to imply significant information about a character or event, to say a character stormed out of the room is to use the verb storm as an embedded metaphor to imply that the character was angry. Children should be able to clearly differentiate between meaning stated and implied.</p> <ul style="list-style-type: none"> * Making graphs to portray the atmosphere/emotions. • Present a very strong opinion about a character and ask the children to find the evidence to either support the opinion or contradict it • Find points of climax or change and suggest what can be inferred about what a character is thinking or feeling at this point. • Complete speech bubbles to present characters using speech. 	<p>Poetry</p> <p>Phoenix by S F Said</p> <ul style="list-style-type: none"> • The crossover by Kwama Alexander • The borrowers by Mary Norton • The Dream Snotcher by Abi Elphinstone • Swallows and Amazon by Arthur Ranso
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<p>Drawing inferences such as inferring, characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>LO make inferences from a text WALT use evidence from the text to support inferences WALT infer using authors' language choices</p>	<p>Make inferences relating to characters, settings and events.</p> <ul style="list-style-type: none"> • Draw on inferences from earlier in the text to identify cause and effect. • Identify if questions are inference questions accurately. • Adapt reading strategies in order to make inferences. • Differentiate between inference and retrieval question. • Understand how what a character says or does impacts on other characters/events • Deduce the reasons for the way that characters behave from scenes across a story. • Explain impressions given through clues in the text, drawing on evidence. • Identify specific language that the author has used to infer meaning. <p>Suggest why an author has chosen to use specific vocabulary/language to infer meaning.</p> <ul style="list-style-type: none"> • Tables where children are given an inferential point, and they need to find the evidence to sup- 	<p>Children can be given evidence from the text which they can use to make a point about what a character is like, how they feel or what impression the evidence gives.</p> <ul style="list-style-type: none"> • Complete an impressions and evidence table based upon a character. • Create own character/setting description in which an impression is given through inferring meaning. Partner must suggest what this tells you about the character/setting. 	<p>The amazing Maurice by Terry Pratchett</p> <ul style="list-style-type: none"> • Black Beauty by Anna Sewell • Lionboy by Zizou Corder • Coraline by Neil Gaiman • The secret Garden by Frances Hodgson Burnett
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<p>Predict what might happen from details stated and implied</p>	<p>LO make predictions using clues in the text</p> <p>LO support predictions using evidence</p>	<ul style="list-style-type: none"> • Write a point (prediction) and support it with evidence. <p>Find two examples of evidence in the text to support a given prediction.</p> <ul style="list-style-type: none"> • Make a prediction and find two pieces of evidence to support it. • Use inferences in order to make predictions. • Learn to anticipate events based on own experiences, what has been read so far and knowledge of other similar texts. • Discuss the plausibility of predictions and the reason for them. • Make predictions based upon what is stated and implied. • Identify and summarise evidence from a text to support a hypothesis. • Draw on opinions presented in texts to make predictions about the narrator's viewpoint. • Make regular and increasingly plausible predictions as they read, modifying their ideas as they read the next part of the text. 	<p>Children should make predictions based upon simple examples of known cause and effects, using the information from the text. For example, in the text a child might fall over and the question might ask how the child will feel or react.</p> <p>Children highlight the words or phrases which create a particular atmosphere or feeling – how has the language created the effect?</p> <ul style="list-style-type: none"> • Invent alternative metaphors/similes to those given. • Give the children a list of predictions. Children identify if they are plausible or not, lifting extracts from the text to support their viewpoint. • What and why mind bubble – children write what the author thinks, and why they think it using the text. • Tell the children what will happen next in the text. They find clues which suggest this. 	<ul style="list-style-type: none"> * Black Powder by Anny Sher-rick • The silver sword by Ian Ser-raillier • Secrets of a sun king by Emma Carroll • The Jamie Drake equation by Christopher Edge
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<p>Increase 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 Identify themes and conventions in and across a wide range of writing</p>	<p>LO identify the features of a range of text types</p> <p>LO identify features of different genres of text</p> <p>LO comment on common features across range of writing</p> <p>LO identify how authors present themes in texts</p>	<p>* Compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution.</p> <ul style="list-style-type: none"> • Identify the features of different nonfiction texts, including content, structure, vocabulary, style, layout and purpose. • Identify how themes in texts are shown and developed. • Identify how the development of themes supports the readers' understanding. • Identify what is distinctive about the style or presentation of their poems. • Begin to distinguish between plot events/ details and the main themes in the texts they read. • Identify how ideas and themes are explored and developed over a text, e.g. how a story opening can link to its ending or how characters change over a narrative. • Explain how a detailed picture can emerge from a non-fiction text by examining different aspects of the topic. • Read poems by significant poets and identify what is distinctive about the style or presentation of their poems. 	<p>This might be through learning about a wide range of genres, including themes of good vs evil/mythical themes/romantic ballads.</p> <ul style="list-style-type: none"> * Give children a range of texts e.g. recounts, instructions, explanations, persuasive writing and argument. Children complete grid to identify audience, purpose, structural aspect and language typical. • Children write their own versions of a text with the same theme. • Give children two poems from the same author to compare. Find 5 aspects that the author has done in both. • Look at two pieces of writing which have the same purpose (for example, persuasive text). Children list common features. • Examine a non-fiction text. Mind-map the different ideas presented using key words. • Children write the theme of a narrative text. Mind-map the different themes which develop through the course of the text. • Create a list of 'inspirational quotes' which fit the themes of a text. 	<p>The bubble boy by Stewart Foster</p> <ul style="list-style-type: none"> • One green apple by Eve Bunting • Mr Peabody's apples by Madonna • A day's work by Eve Bunting • The 1000-yearold boy by Ross Welford • Who let the Gods out? By Maz Evans • The Wolves of Willoughby Chase by Joan Aiken • Sky Song by Abi Elphinstone
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<p>Preparing poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p>	<p>LO use intonation, tone, volume and action for a range of effects when presenting to an audience</p>	<p>* Distinguish in reading aloud a story, poem or play script, between the narrator and characters, and between different characters.</p> <ul style="list-style-type: none"> • Read, rehearse, evaluate and modify a performance of a story, poem or play script to convey meaning and emotion. 	<p>Children need to be able identify the effect of using intonation, tone, volume and action on the listener.</p> <p>Perform poetry and video.</p> <p>Evaluate own and others' performances.</p>	<p>A Poison Tree by William Blake</p> <ul style="list-style-type: none"> • The Raven by Edgar Allan Poe • The road not taken by Robert Frost • The Chimney Sweeper by William Blake
<p>Summarise main ideas drawn from more than one paragraph, identifying key details that support the main idea</p>	<p>LO summarise main ideas drawn from more than one paragraph, identifying key details that support the main idea</p> <p>LO order information presented in narrative and nonfiction texts</p>	<p>Summarise a complete short text or substantial section of a text.</p> <ul style="list-style-type: none"> • Summarise what is known about a character, event or topic, explain any inferences and opinions by reference to the text. • Make accurate summaries based upon questions posed. • Summarise one main idea from a given paragraph. • Summarise characters' thoughts and feelings. • Sequence events in the order they happened in one to two paragraphs. • Order events given which have been paraphrased or inferred. • Sequence statements which summarise events in the order 	<p>Write a book review, giving the key ideas.</p> <ul style="list-style-type: none"> • Write phrase summaries of key ideas drawn from paragraphs. • Identify the most suitable word to summarise the text. • Mark in the text where statements given relate to, and then place these in order. • Provide children with inferred statements of events from the text. Children write the evidence from the text which demonstrates these. • Play consequences, sequencing events in the order they occurred in the text. 	<p>The boy in the tower by Polly Hen-Yo</p> <ul style="list-style-type: none"> • The fastest boy in the world by Elizabeth Laird • Hacker by Malorie Blackman • The stormkeeper's island by Catherine Doyl

<p>Comparisons</p>	<p>LO make comparisons between characters</p> <p>LO make comparisons between settings/ atmospheres</p> <p>LO make comparisons between texts</p>	<p>Make comparisons between the ways that different characters or events are presented.</p> <ul style="list-style-type: none"> • Compare the way that ideas or themes are presented in different texts or in different versions (including in other media, e.g. film) of the same text. • Make comparisons and draw contrasts between different elements of a text and across texts. • Compare and contrast the work of a single author. • Investigate different versions of the same story or different books on the same topic, identifying similarities and differences. • Make comparisons in the way that information is presented to portray differing narrative viewpoints. • Make comparisons between characters actions or feelings from the beginning to the end of a text. • Compare characters suggesting the impression given on them by the author. • Compare two differing atmos- 	<p>* Make comparisons about characters by writing a short description of them at the beginning and a short description of them at the end.</p> <ul style="list-style-type: none"> • Give children comparisons based upon the text. They have to find evidence to support the points. • Give two different texts with some similar themes. Children write the main themes of each text, and then write short paragraph to compare the two. This could also be done with characters. • Give the children a list of adjectives which describe two characters from texts. Children find evidence for each of the adjectives from the texts. • A table of focus points. Have a table which show focus points with columns for points, each text, and both. Points can include vocabulary, purpose, themes, attitudes. • Play same, same, different. Children comment on two similarities and one difference. • Children pick two books that they think are similar. They have to convince their partner why they are similar, using ideas about vocabulary, themes and characters. 	<p>Egyptian Cinderella and Cinderella.</p> <ul style="list-style-type: none"> • George vs George: An American Revolution as seen from both side by Rosalyn Schanzer
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Distinguish between statements of fact and opinion	LO distinguish between statements of fact and opinion	<p>* Identify statements of fact.</p> <ul style="list-style-type: none"> • Identify statements which show opinion. • Explain why the author has chosen to present their opinion. • Explain how the use of authorial opinion impacts on the reader. • Distinguish between fact, opinion and fiction in different texts, e.g. biography, autobiography, argument. • In persuasive writing and other texts investigate how language is used to present opinion. 	<p>* True or false grids.</p> <ul style="list-style-type: none"> • Fact and opinion grids. • Children create their own fact or opinion statements drawn from key ideas in texts. • Give the children a statement and they have to determine if it is fact or opinion, using evidence from the text. 	
Children need to apply their growing knowledge of root words, prefixes and suffixes	LO identify how word meanings are changed	This would be taught through spellings, when arising within lessons or as discrete starters.		

Notes -

All children should be fluent word readers. If children are struggling with this, support should be in place.

- Children should be encouraged to work out unfamiliar words.
- Children should continue to apply the skills that they have previously learnt in more complex writing.
- They should continue to be exposed to a range of types of writing and should discuss the conventions of these.
- Children should discuss texts using literary language, such as metaphor, analogy, imagery, style and effect.
- A high emphasis should be placed on reading as a means to gain knowledge, as well as reading for pleasure. When using reference books, children should know the information that need to look for before beginning to locate information.

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