



HODGE HILL
PRIMARY SCHOOL



*...putting children at the heart of all we
think, say and do.*



Year 5

2024-2025

Curriculum Planning Booklet

Reading

What are we trying to achieve? (INTENT)

The threads in our curriculum builds our children's cultural capital with the knowledge, skills and understanding of the world around them to help them develop into responsible citizens, so that they can make a positive contribution to their community and the wider world. In our curriculum, oracy is a powerful tool for learning: by teaching children to become more effective speakers and listeners, we empower them to better understand themselves, each other and the world around them.

Values

Leaders have taken the three values of Create Partnership Trust, excellence, partnership and perseverance and added alongside the values of integrity, open mind-set and a spirit of adventure.

- **Excellence:** we give our best at work and play; we aim high; we believe in ourselves; we enjoy learning; we love to contribute; we are curious; we celebrate success; we think about our learning; we achieve well independently; we are proud of our work; we understand that there are steps on the way to excellence;
- **Partnership:** a commitment to collaboration – we work together; we listen to each other; we share; we learn from each other; we respect each other; we are sincere; we are good citizens of Birmingham, the United Kingdom and the world; we contribute; we are happy; we feel safe; we look after our schools; we are part of a team; we are part of a family; we help each other to achieve well; we believe that everyone is equal.
- **Perseverance:** continued effort in the face of challenge – we don't give up; we try our best; we are not afraid to make mistakes; we learn from our mistakes; we can talk about our learning; we take responsibility for our learning; we help to make our own futures; we can change if we need to; we can find solutions; we look forward; we have the courage to make difficult decisions.
- **Integrity:** is the practice of being honest and showing a consistent and uncompromising adherence to strong moral and ethical principles and values; we are honest and truthful about our own actions; we do the right thing even when no one else is looking; we act with understanding, accepting and choose to live in accordance with our principles which include honesty, fairness and decency.
- **Open mind-set:** a characteristic that involves being receptive to a wide variety of ideas, arguments and information; having the ability to think critically and rationally; we are open to other ideas and perspectives to enable us to see all of the factors that contribute to problems or come up with effective solutions; we have the ability to step outside of our own comfort zone and consider other perspectives and ideas; we are open to new ideas and experiences even if these conflict with our existing beliefs; we ask questions and actively search for information that challenges our own beliefs; we are committed to the belief that other people should be free to express their beliefs and arguments even if they do not correspond with our own.
- **Spirit of adventure:** we embrace exciting, unusual or unfamiliar experiences; we partake fully in exciting and enterprising opportunities to further and/or apply our learning; we are bold; we are willing to try new things; we embrace risk taking as we know how to do so appropriately; we are pioneers; we are innovators; we are adventurers in our learning.

Curriculum threads

Our curriculum threads are six broad themes that connect the learning across the school. The threads are designed to support our curriculum mission and narrative while putting the child at the heart of all we think, say and do. The curriculum is powered through oracy; teaching our children the skills that are needed to be an effective speaker and listener and by putting reading at the heart of all learning. Leaders draw upon literature and evidence based research from a myriad of sources in conjunction with the thoughts and feelings, ideas and innovation of our children, staff, parents and Create Partnership Trust.

Curriculum Threads (based upon ideas from Three Bridges Primary School)	Mind, body and soul: Physical and mental well-being	Our place in the world: Identity and Community	Nurturing nature: Sustainable development	What we are striving for: Peace v Conflict	Using our voice for good: Power and governance	Citizens of the world: Social justice and equity
	Physical and mental health cannot be separated. Poor physical health can lead to an increased risk of developing mental health problems. Conversely, poor mental health can impact negatively upon physical health, leading to an increased likelihood of some conditions occurring. Developing individual well-being is important to future health and happiness. It can also impact positively upon the well-being of the group, school and of the wider community.	Human beings have the same basic needs – it's the ways of meeting these needs that may differ. Differences in class, culture, ethnicity, gender, heritage, language, nationality and status may have significance when explaining these variations and in forming identity. In order to thrive, pupils need to feel confident in their own identity but they also need to be open in engaging positively with other identities and to recognise and challenge stereotypes. We live in an interconnected world. Decisions taken in one place can affect people living elsewhere in the world. The notion of community underpins our sense of interconnectivity and we must shape our pupils to know they and their decisions could affect others both near and far.	There are a variety of different interpretations of sustainable development but at the heart lies the recognition that our relationship with the earth depends upon our acknowledgement that there are limits to resources and the human rights of all. How we choose to share the earth's resources affects the health of the planet and its inhabitants both now and in the future.	In all communities, regardless of location, size and make up, there are conflicts of interests and disagreements. There is a continual need to develop rules, laws, customs and systems that all people accept as reasonable. Social justice, equity and rights go hand in hand with issues of peace and conflict.	Our world is dependent upon our pupils knowing their role and responsibilities within a given system. Our pupils need to know the importance of their voice but also of multiple voices in the success of a system and that systems need to be built upon equity and equality. Our pupils need to have the skills to challenge inequalities and to use the past as well as their present to inform their future.	All human beings belong to a single human race, share a common humanity and are equal in worth. Consequently, all human beings should have the same basic rights and be treated with equity. Yet, religious, political and societal beliefs do not always reflect this.

Year 5

By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly.

They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, and their comprehension.

It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling. However, as far as possible, these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.

By the end of year 6, pupils' reading should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.

Notes and guidance (non-statutory): Word Reading

At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so.

Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension.

When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.

Notes and guidance (non-statutory) : Comprehension

Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves.

The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex writing.

Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text.

They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies.

Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect.

In using reference books, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information.

The skills of information retrieval that are taught should be applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review. Teachers should consider making use of any library services and expertise to support this.

Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions.

Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.

The following statements for **Spoken Language** apply to all years. The content should be taught at a level appropriate to the age of the pupils, with pupils building on oral language skills that have been taught in preceding years.

Statutory requirements

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

The following list of writing objectives have come from the Birmingham Continuum for Writing, which breaks the NC2014 document into smaller steps and from the HHPS Oracy Progression which has been developed in conjunction with Voice 21 to develop oracy skills across the school.

Prior Knowledge	New Knowledge: Autumn Term
<p>In Y4, most children will be able to:</p> <ul style="list-style-type: none"> • Use phonic and vocabulary knowledge to try different pronunciations and self-correct, when encountering unfamiliar words • Read regular words that end in suffixes -ture, -ation, -ly • Read with accuracy, words with common suffixes -sion, -cian, -ssion • Read with accuracy, words with common prefixes dis-, mis-, in-, re- • Read regular words with common prefixes super-, anti-, auto-, • Identify a favourite author • Read books that are structured in different ways • Read for a range of purposes • Recognise and understand the use of speech marks in print and use these effectively when reading aloud • Recognise commas and use them appropriately when reading aloud • Use a range of strategies to read smoothly and with understanding and expression • Express opinions about poems and stories encountered and justify their view • Describe characters in increasing depth, with specific reference to dialogue and actions: actual and implied • Summarise the main points of a short text and share this with others • Answer questions about a topic providing evidence from multiple sources • Increase familiarity with a wide range of books and retell some of these orally • Identify themes and conventions in a range of books • Use dictionaries to check the meaning of words they have read • Continue to build up a repertoire of poems learnt by heart 	<p>In Y5, most children will be able to:</p> <ul style="list-style-type: none"> • Use a range of strategies to read unfamiliar words, demonstrating understanding of how punctuation and conjunctions are used to shape text • Use phonic knowledge to decode regular words with common prefixes and suffixes • Identify a favourite author / genre and justify their opinions • With support, compare and contrast elements of different texts • Read books that are structured in different ways • Read for a range of purposes

Prior Knowledge	New Knowledge: Spring Term
<p>In Y5, most children will be able to:</p> <ul style="list-style-type: none"> • Use phonic knowledge to decode regular words with common prefixes and suffixes • Identify a favourite author / genre and justify their opinions • Read books that are structured in different ways • Read for a range of purposes • Use a range of strategies to read unfamiliar words, demonstrating understanding of how punctuation and conjunctions are used to shape text • With support, compare and contrast elements of different texts • Use a range of strategies to read smoothly and with understanding and expression • Express opinions about poems and stories encountered and justify their view • Describe characters in increasing depth, with specific reference to dialogue and actions: actual and implied • Summarise the main points of a short text and share this with others • Answer questions about a topic providing evidence from multiple sources • Increase familiarity with a wide range of books and retell some of these orally • Identify themes and conventions in a range of books • Use dictionaries to check the meaning of words they have read • Continue to build up a repertoire of poems learnt by heart 	<p>In Y5, most children will be able to:</p> <ul style="list-style-type: none"> • Read text aloud with intonation and expression appropriate to grammar and punctuation • Use the information in a text to generate questions to clarify their understanding • Increase their familiarity with a wide range of books

Prior Knowledge	New Knowledge: Summer Term
<p>In Y5, most children will be able to:</p> <ul style="list-style-type: none"> • Read text aloud with intonation and expression appropriate to grammar and punctuation • Identify a favourite author / genre and justify their opinions • Read books that are structured in different ways • Read for a range of purposes • Use a range of strategies to read unfamiliar words, demonstrating understanding of how punctuation and conjunctions are used to shape text • With support, compare and contrast elements of different texts • Use a range of strategies to read smoothly and with understanding and expression • Express opinions about poems and stories encountered and justify their view • Use the information in a text to generate questions to clarify their understanding • Describe characters in increasing depth, with specific reference to dialogue and actions: actual and implied • Summarise the main points of a short text and share this with others • Answer questions about a topic providing evidence from multiple sources • Increase their familiarity with a wide range of books • Identify themes and conventions in a range of books • Use dictionaries to check the meaning of words they have read • Continue to build up a repertoire of poems learnt by heart 	<p>In Y5, most children will be able to:</p> <ul style="list-style-type: none"> • Choose to read a wide range of fiction and/or non-fiction texts independently • Use inference to predict what may happen next, giving supporting evidence from the text • Read and discuss an increasingly wide range of material • Use their knowledge of alphabetical order and search techniques to find information to answer specific questions or to clarify meaning • Retrieve, record and present information from non-fiction • To explore the meaning of words in context

How will we achieve our intent? (IMPLEMENTATION)

Y5: Autumn = 8 weeks + 7 weeks

Y5 Overview: Early Islamic Civilisation by Claudia Martin (NF)

Pupils should be taught to develop positive attitudes to reading and understanding of what they read by

- listening to and discussing a wide range of books
- increasing their familiarity with a wide range of books

Story Time (10mins per day)

Arabian Nights by Neil Philip (see next unit of work for stories that we will be studying)

Teaching Schedule includes Reading Week for individual assessment

organise weekly study to align with history learning about Early Islamic Civilisation where possible (NOTE: the suggested online links in the text do not work at the time of writing this plan)

1. 2 INSET + 3 teaching days
 - a. Book Club: introduce children to the Community Library
 - b. Book Club: reading questionnaire (see resources)
 - c. Book Club: model how to use informal book talk; choose home-reading books and discuss expectations for reading homework
2. How Did Islam Start – p4-5
 - a. To read and discuss an increasingly wide range of material: explore ATLAS to find Arabia, Asia, Africa, Europe, Mecca, Jerusalem, Morocco. Other than geographical location, what information can we glean from an ATLAS?
 - b. To use knowledge of alphabetical order and search techniques to clarify meaning: Begin by presenting an image of the Rock mosque and by reading the Prophet's words from his final sermon (p5) as a standalone sliver of text. Q: What is the significance of the word 'attentive'? Find a synonym for 'attentive' in the text. What does this tell us about the Prophet's feelings about the future? Why could some people NOT be present at the meeting? What obligation did those at the meeting have? Explore contents page, index and glossary to familiarise yourself with unfamiliar vocabulary. Read p4-5. Review how to read with good phrasing, Bit-by-Bit with ongoing summary to check understanding.
 - c. To read and discuss a wide range of material: read p4-5 smoothly and with intonation. Q: In what way were the Prophet Muhammad's teachings revolutionary? SUPPORT – describe the religious nature of the indigenous tribes of Asia – prior to Prophet Muhammad, how many different religious sects existed? STRETCH – why do you think some tribes were hostile to the early followers of Islam? Use talk tokens to share and discuss ideas
 - d. Retrieve, record and present information from non-fiction: Explore the phrase CE in relation to the reckoning of time. RECORD a brief timeline of events following reading of p4-5. [SCAFFOLD, provide timeline for children to add in key events found in the text]
 - e. Book Club: use talk detectives in informal book talk
3. How Big was the Islamic Empire – p6-7 & Where Did Islamic Explorers Travel – p26-27
 - a. To read unfamiliar words: use the glossary to study the words caliphate, rebel, Umayyad, dynasty. p6. Explore and understand the map with its key to see the early growth of Islam. Now read the 2nd and 3rd paragraphs on p6 using ECHO reading; summarise how the Empire grew.
 - b. To read smoothly with understanding: use phrasing to read Bit-by-Bit with ongoing summary to check understanding. present Umar's words (p7) as a sliver of text. Q How did the caliph intend to spread the Islamic message of peace and holiness? Compare this to the poem written in 1805: (author anon)
Know this, that every soul is free
To choose his life and what he'll be;
For this eternal truth is given
That God will force no man to heaven
Use summariser to recap main points
 - c. To retrieve and record information from non-fiction: Examine several pictures of dhows and ask why did early Islamists want to travel? Now read p26, Bit-by-Bit, using appropriate phrasing to check understanding. Notice the use of brackets to contain additional definitions for the reader. Reread p26 to build fluency. Challenge: who was al-Masudi? (p27)
 - d. To apply learning: use Islamic Culture Comp (see resources); review and evaluate answers
 - e. Book Club: use clarifier & summariser recommend books to peers

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4. What Could You Buy in Baghdad's Markets – p14-15 & Was Education Important – p18-19
 - a. To use knowledge of alphabetical order to find information: *dictionaries to find meaning of **merchant, irrigation, ceramic, potter, linen, vivid, embroider, geometric**. Read p14-15 one paragraph at a time, Bit-by-Bit to improve phrasing and with ongoing summary to check understanding. Notice the use of a colon on p15 (caravans: ...) explore what this punctuation means.*
 - b. To explore the meaning of words in context: *Work in pairs... discuss the strategy of skimming and scanning to find information. (p14) Find a word which means 'Islamic rulers' (caliph). (p14) Find a word which suggests bringing in water for crops (irrigation). (p14) Find a phrase which suggests that not everyone ate meat (wealthy people). (P15) find a word which suggests an advanced state of human society (civilisation). Q: How would the appearance of people indicate their financial status? Is the same true today? Read and discuss the quote from Ibn Khaldun (p15) Q: To what extent do you agree with the historian Ibn Khaldun? SUPPORT – how would the jugs used by poor people differ from those used by wealthy families? – what are some luxury items that some families use today – what would early Islamists class as a luxury item? STRETCH – using what you know about the stone age and the early Islamic civilisation, explain how the demand for luxury increases in a more advanced society.*
 - c. To use search techniques to find information: explore britishmuseum.org and use the search term Islamic Culture to find out about (current and) previous exhibitions. Teach NOTE-TAKING. Q: How has the early Islamic culture influenced art forms today? SUPPORT – many of the art forms in the museum were created hundreds of years ago... do you recognise them from life today? STRETCH – by including these items in their exhibit, what is the British Museum suggesting about the early Islamic civilisation? use **talk tokens** in small groups to discuss and share ideas
 - d. To retrieve, record and present information from non-fiction: *Present the first paragraph (p19) as a sliver to text. Q: Why was education important in Islam? MODEL how to take notes from non-fiction. Chn work in pairs or trios to take effective notes about the education system*
 - e. Book Club: use **talk tokens** in informal book talk
5. Reading Week – including Reading Week. *Use this week to work through the class, listening to individuals read their own book. Use Reading Fluency Rubric (see resources) to offer individual advice about next steps. Children should bring their own book to school everyday. Classroom Organisation: establish boundaries for silent independent reading. You may provide struggling readers with some reading matching games. You may use some time to assign more confident readers to read/listen to struggling readers.*
 - a. Read text aloud with intonation and expression: use Reading Fluency Rubric to give advice about next steps
 - b. Book Club:

Y5 Overview: Arabian Nights by Neil Philip

Pupils should be taught to develop positive attitudes to reading and understanding of what they read by

- **listening to and discussing a wide range of books**
- **increasing their familiarity with a wide range of books**

Story Time (10mins per day)

Viking Boy by Tony Bradman

Teaching Schedule: includes Assessment week; align this to school calendar.

1. How Sheherazade Married the King (p6-7) & Fair Shares (p16-17)
 - a. Read and discuss a wide range of material: (p6) present the quote: 'There are three kinds of people in this world'. Discuss the three types. Find examples of each. Notice the use of semi-colon. What is its purpose? How would the reading change if this punctuation were removed? Now read the first sentence on p6. Notice the use of commas to separate clauses and to slow down the reader so that information can be readily absorbed. Read p6, using punctuation to separate clauses. Find a word which means 'confused'. Now read p7 with a partner. Use **summariser** to explain how the stories came about. review the quote, 'The king had no need of earthly riches, but he was always eager to enlarge his mind with a story.' **Q: What is the author suggesting about the value of stories?** According to legend, Sheherazade had 1,000 tales. We will be looking at a few of them
 - b. To use a range of strategies to read smoothly with understanding and expression: (p16-17). Present first three paragraphs as a sliver of text. (find a word which means rude or cheeky) **Q: Have you ever been accused of laughing at/talking about someone and you have covered it up with a quick 'no, I was laughing at x instead'?** This story calls the men's bluff! Read p16-17. **Q: How can laughter make a bad mood 'fall away'?**
 - c. Describe characters with reference to dialogue and actions: Reread Fair Shares to build fluency. Use the story to **RECORD** how the caliph's bad mood was transformed and when you have experienced this in real life.
 - d. To describe characters: use Fair Shares Comp (see resources) to answer questions about the text.
 - e. Book Club: use **talk tactics** in informal book talk
2. The Anklet (p27-31)
 - a. Use inference to predict, giving supporting evidence from the text: present the first 5 paragraphs as a sliver of text. (up to 'she could look at and smell as she worked'). Explore words in context (**earned their bread, spinning flax, radiant, small coin, fripperies, drudgery and silent toil**) Use a spider diagram to map out the characteristics and relationship of the three sisters. **Q: Predict what might happen in this story SUPPORT – which other stories do you know of that have a blended family with siblings who are mean to each other? - in what way is this story similar to Cinderella? STRETCH – considering the setting and culture of this story, how might it differ from the Cinderella story that you know?**
 - b. Use a range of strategies to read smoothly with understanding and expression: read p27-28. Notice the use of punctuation to separate clauses and inverted commas for dialogue. Match-my-Time. **Q: What does the word 'despised' tell us about the oldest sisters? (p27) explain, using evidence from p26-27**
 - c. Justify inferences with evidence from the text: reread p26-27 to build fluency. Now read p30-31 smoothly and with expression. Match-my-Time. Find a phrase which suggests the sisters had nagged the youngest to reveal her secret. **Q: What request did the sisters make of the Jinni? (p30) explain, using evidence from the text.**
 - d. Identify a theme: **Q: How does the author present the theme of Overcoming Adversity? SUPPORT – in what ways were the older sister unkind to the youngest? - how did the youngest sibling cope with her harsh treatment? STRETCH – Is the main theme in this story Overcoming Adversity or Love and Friendship? Explain, using evidence from the text.**
 - e. Book Club: use **harkness tracker** in informal book talk

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3. The Wonderful Bag (p32-35)
- To read smoothly, with understanding and expression: *present the first three paragraphs of the story-proper as a sliver of text. Q: How does presenting the story in the first person change our reading? SUPPORT – who is the narrator in this story? – if the story is told in the first person, are you more or less likely to believe that it happened? – if the story is told in the first person, are you more or less likely to empathise with the character? STRETCH – which other first person stories have you read? (Huckleberry Finn, Gulliver's Travels, Jane Eyre) Explore p32. Predict what might happen to resolve this conflict?*
 - To read smoothly, with understanding and expression. P32-35. Identify the use of dashes (p32, 34) to add parenthetical information... *Q: Which other punctuation could have been used here? CHORAL reading with multiple readers assigned to read the narrator, the judge and the Kurd (a native of Kurdistan, Western Asia). Allow readers to practice their assigned parts separately to build fluency; now combine parts to read as a class with understanding and expression.*
 - Summarise the main points of a text: *reread p32-35. Q: At which point in the story did you feel like this was a fantastical tale? To whom do you think the bag actually belonged? Use evidence from the text to support your answer.*
 - Summarise the main points of a text: *rewrite the story of the wonderful bag. SCAFFOLD – use the same characters and the judge and the same ending, but change the contents of the bag.*
 - Book Club: use **hot-air balloon debate** to recommend my next book
4. Aladdin (p73-92) summarise the first part of the story... Aladdin has been tricked to fetch a lamp and is now trapped in a cave with no hope of escape.
- Read smoothly, with understanding and expression: (P79 – When Aladdin found himself...-81 – Locked up with the lamp) *Read each paragraph Bit-by-Bit with ongoing summary to check understanding. During reading, define unfamiliar words in context (ie paltry copper lamp, useless baubles, crave, haul) Notice the use of commas to separate clauses; this slows down the reading and allows the reader to absorb information. Match-my-Time. Evaluate the benefits of reading slowly and using punctuation to guide the pace.*
 - Read smoothly with understanding and expression: (p85 – 86 – Another night in the ditch would have finished me off). *Read the extract with a partner, using punctuation to guide the pace. Find a word which means fierce (ferocious), betrayer or deceiver (treacherous), invalid or reversed (annulled). Reread the extract to build fluency. Summarise the main events. Q: Was it fair that the marriage was annulled? SUPPORT – what did the king expect from a husband? – how do you know that the wazir's son was not in love with the princess? STRETCH – how could the wazir's son have lived up to the king's expectations? RECORD your answer and justify with evidence from the text*
 - Describe characters in increasing depth: (p86- That day, Aladdin himself... - 88-attending to the duties of a prince). *PRIOR to reading, discuss the expressions 'dressed in the height of magnificence', 'conquering prince', 'lineage', 'jewels without measure', 'generations', 'trafficking with dark powers'. Review the importance of punctuation and reading to absorb information. Read the extract independently. Q: How does the author infer that the king does not approve of Aladdin's family? SUPPORT – what was the king's first question and why is this significant? – the king 'swallowed his pride'... why do you think he would be embarrassed to have his daughter marry a tailor? STRETCH – what was the price of the king's values and beliefs? Describe the king, with reference to the text.*
 - Describe characters in increasing depth: (p90 – When the king woke that morning...-92) **The original magician has stolen back the lamp and used it to destroy Aladdin's happiness...** *Present the quote, 'What is brought by the wind will be carried away by the wind.' Discuss the temporary nature of happiness based upon material goods. PREDICT whether this quote refers to the king or to Aladdin. Now read the extract. Notice the use of a dash (p90) to slow down the reading and add emphasis. Read one paragraph at a time; Match-my-Time. Q: Which was Aladdin's most significant quality? SUPPORT – why did the people 'scale the walls of the palace' when they heard that the king wanted to kill Aladdin? – how did Aladdin become rich? STRETCH – why did Aladdin say that the magician was 'not fit to possess' the lamp? – what makes Aladdin a more fitting master of the lamp than anyone else? Describe the Aladdin's qualities, with reference to the text*
 - Book Club: use **consensus circle** to discuss qualities of favourite characters

continued overleaf

5. Ali Baba and the Forty Thieves (p125-138)

'Ali Baba and the Forty Thieves' is a folk tale from the famous collection "One Thousand and One Nights." The story revolves around Ali Baba, a poor woodcutter who discovers the secret cave of a band of forty thieves. The cave's entrance is magically sealed and can only be opened with the words "Open, Sesame." Ali Baba learns this secret and takes some of the treasure from the cave. However, the thieves soon become aware of someone else knowing their secret. They devise several plans to find and kill Ali Baba, but their efforts are thwarted by the cleverness of Ali Baba's slave, Morgiana. In the end, Morgiana kills the leader of the thieves, and Ali Baba and his family can live in peace and prosperity, rewarding Morgiana for her loyalty and bravery.

- a. Explore the meaning of words in context: (125 – 129- Ali Baba has no choice but to tell his wicked brother everything). PRIOR to reading, use an atlas to locate Persia (modern-day Iran). Present the opening paragraph and discuss the common features of contrasting characters in many traditional stories. PREDICT the final outcome for these two brothers based on what you know about traditional tales. Read each paragraph Bit-by-Bit, exploring unfamiliar words and phrases in context, and with ongoing summary to check understanding. Q: Explain why marrying a rich girl might be considered the 'easy' route... Complete Ali Baba Comp – qs relating to vocab in context – and review the answers.
 - b. Describe characters in increasing depth: (p130 – final paragraph... 'none of it was going to be given away'. Present this paragraph as a sliver of text. Q: Kasim's wife considered herself to be honest. Do you agree with her self-evaluation? Create a character sketch show what we know about Kasim's wife; include evidence from the text. [SACFFOLD mind-map]
 - c. Use inference accurately: Review the reading widgeits (see resources) to explain INFERENCE. (p136) Present the quotation, 'Morgiana, you are the jewel of all women!' Q: What can we infer about Ali Baba's feelings for Morgiana? Maths- Summer2 (see resources). Read each question to find out what it is NOT saying! Model how to read between the lines, using inference to reason. (ANSWERS are not as important as understanding how to decipher the question!)
 - d. Identify themes in a range of books: Q: Who is the protagonist in this story? SUPPORT – who is the main character? – who is the hero? – is the main character ALWAYS the hero? STRETCH – which other stories can you think of where the main character has a helpful sidekick?
 - e. Book Club: use talk tactics in informal book talk
6. True Knowledge (p107-109)
- a. Read smoothly with understanding and expression: Explore the word BELLOWS and show how these would be used. (p107-109) Read the entire story with a partner, using punctuation to read and understand each clause. Q: What is the best knowledge of all? SUPPORT – what lesson did the blacksmith teach the young man? – how quickly did the young man return home? – how do you think the merchant learnt all his knowledge? STRETCH – why did the author feel it important to tell us that the young man was handsome?
 - b. Identify themes in a range of books: Review a number of common themes found in children's stories. (TWO DAYS) complete a Reading River to track many of the texts that you have read this year. Include a brief blurb for each book highlighting the theme and evaluating it with a number of stars.
 - c. Identify themes in a range of books: (see yesterday)
 - d. Book Club: use talk tactics in discuss the lifelong benefits of reading for pleasure
7. Apply Learning – Assessment Week, use external assessment + these 'practice' papers.
- a. KS2 2017: Encounter at Sea: review strategies for reading unfamiliar vocabulary. Explore different types of questions. Examine the mark scheme. Work with a partner to read and answer the questions.
 - b. KS2 2019: Bumblebees: review strategies for reading each phrase, Bit-by-Bit with ongoing summary to aide comprehension. Work with a partner to read text and answer questions
 - c. SCHOOL BASED assessment
 - d. Review answers for school assessment. Categorise these: silly mistakes / genuine errors.

Y5: Spring = 6 weeks + 7 weeks (do not wait for the Christmas break to begin study of the next text)

Y5 Overview: Viking Boy by Tony Bradman

Pupils should be taught to develop positive attitudes to reading and understanding of what they read by

- listening to and discussing a wide range of books
- increasing their familiarity with a wide range of books

Story Time (10mins per day)

Raven Boy by Pippa Goodheart

Teaching Schedule includes Reading week (see teachers' notes)

1. Prologue
 - a. To understand the setting of the book: explore Viking timeline + key historical vocabulary; explore artefacts/images/video; begin to collect subject-specific vocabulary
 - b. To read PROLOGUE aloud with intonation and expression: review how to read punctuation, add expression, read clauses. Echo Reading. PATTERNS: Q: In which other texts have we been introduced to characters that resemble the Norns? SUPPORT in Y4 we read Bubble Bubble, Toil and Trouble... who were the characters in that story? - review 'Hercules' in which the Fates hold mortality by a thread. STRETCH which vocabulary does the author use to portray the age and condition of these three personages?
 - c. To describe characters: read the prologue; sketch the Norns and label your drawing with evidence from the text. What is the Norns chief purpose?
 - d. Use information in a text to generate questions: read Norns Comp (see resources) use trio discussion – what questions do you now have? [SCAFFOLD: I wonder why... I wonder if...]
 - e. Book Club: use talk detectives in informal book talk
2. Chapter 6 – p64-66 [to without good reason]
 - a. To pay attention to grammar and punctuation: read and visualise the description of the town (p64...); use dual coding for unfamiliar words. Use phrasing to read Bit-by-Bit with ongoing summary.
 - b. To read text aloud with intonation and expression: Q: How does the author paint a picture for the reader? SUPPORT name four different elements that are described. - how many ships were in the harbour? – what does the word 'ragged' tell us about the beggars? STRETCH how does the simile improve our visualisation of the small boats? create a labelled diagram of the town; evaluate the use of words/phrases that capture the reader's interest
 - c. (2 lessons) To read text aloud with intonation and expression: work as a class to create a diorama of the town, include words/phrases from the text
 - d. Book Club: use talk tokens in informal book talk
3. Chapter 11 – p106-109, p110-111
 - a. To read text aloud with intonation and expression: (p106-109) use dual coding for unfamiliar words; use local inference to follow pronouns. Match-my-Time.
 - b. To justify their opinion: read p108 What about the Norns... bothered to be born in the first place. Q: What is the author suggesting about how the reader should live his/her life? SUPPORT what does it mean to 'carry on as if it's not going to happen'? – how might your approach to life change if you knew when 'they're going to cut your thread'? STRETCH The Vikings were not the only society to believe in the Fates. Were they wrong? use prober & clarifier to discuss ideas
 - c. To understand how punctuation is used to shape text: (p110-111) Follow pronouns to find the voice for the dialogue. Notice the use of inverted commas and the use of new paragraph for new character. Echo Reading. Q: Do all authors obey the rules for writing dialogue? SUPPORT does all speech begin with a capital letter? – does all speech end with punctuation? STRETCH When do authors NOT use inverted commas to indicate speech? RECORD in books
 - d. To understand how authors use vocabulary to build imagery: (p110-11) Match-my-Time. How does the author use colours to build imagery? SUPPORT what does it mean to be in a 'black' mood? – explain how the setting sun was a red ball. STRETCH Which colours might an author use to describe other emotions? RECORD in books
 - e. Book Club: use talk tactics in informal book talk

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4. Chapter 13 – p123-125 & p128-132 & SATs 2013 (Jungle Book)
 - a. To understand how punctuation shapes text: (p123-125) *Echo Reading*: notice the use of dash and ellipsis to slow down the reader. Notice that *al-ways* uses a hyphen to join the word together across two lines – this is not the same as a dash!
 - b. To describe characters: (p123-125) *Read fluently*. *Match-my-Time* to build pace. Use **hot-seating** to question Gunnar about what he has in common with Rurik and how he feels. What colours might he use to describe his feelings? [SCAFFOLD: vocabulary continuum for colours/emotions]
 - c. To apply my learning: SATs 2013 – *Jungle Book* – book and film + associated questions
 - d. To apply my learning: (p128-132) *Read independently*, using punctuation for phrasing. Use **summariser** to explain key events.
 - e. Book Club: use **talk tokens** in informal book talk
5. *To Asgard* by Rachel Piercey ([Rachel Piercey - To Asgard! | Centre for Literacy in Primary Education \(clope.org.uk\)](http://www.clope.org.uk))
 - a. Watch, listen to and read the poem: *evaluate the vocabulary and performance of To Asgard* (see resources)
 - b. To explain their understanding of what they have read: *comprehension questions*. How does this poem relate to Gunnar's story?
 - c. Prepare a poem to read aloud: *work in small groups*; include **gestures** and aspects of Viking character in the performance
 - d. Perform a poem: *show understanding through tone, pace and volume*
 - e. Book Club: use **talk tactics** in informal book talk
6. Chapter 21 – p204-205
 - a. To describe a character with reference to actions: *Study image on p204-205*. Gunnar is fighting Skuli in the last scene of the book. What vocabulary will you use to describe Gunnar's actions, motives and emotions in this scene? Read p202 (from Skuli laughed and sprang forward) to 206 (At last Skuli broke off and yelled, 'Stop!'). **Q: How does the author describe action and emotions of the fight? SUPPORT why does Death-Bringer need capital letters and a hyphen? – which verbs does the author use to describe the action? STRETCH which phrases are particularly effective at painting a picture for you?**
 - b. To apply my learning: *Viking's Daughter Comp* (see resources). *Study image* (without a title) and then first verse, *bit-by-Bit*.
 - c. To apply my learning: *Viking's Daughter Comp* (see resources). *Share and study the full text + associated questions*
 - d. To express my opinion: *simple book review – like/dislike/puzzle/pattern*. Write a simple blurb for this book.
 - e. Book Club: use **talk detectives** debate to recommend my next book
7. Reading Week – including Reading Week. Use this week to work through the class, listening to individuals read their own book. Use *Reading Fluency Rubric* (see resources) to offer individual advice about next steps. Children should bring their own book to school everyday. *Classroom Organisation*: establish boundaries for silent independent reading. You may provide struggling readers with some reading matching games. You may use some time to assign more confident readers to read/listen to struggling readers.
 - a. Read text aloud with intonation and expression: use *Reading Fluency Rubric* to give advice about next steps
 - b. Book Club:

Y5 Overview: Raven Boy by Pippa Goodheart

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Pupils should be taught to develop positive attitudes to reading and understanding of what they read by

- **listening to and discussing a wide range of books**
- **increasing their familiarity with a wide range of books**

Story Time (10mins per day)

Selection of short stories and poetry child chosen

While Dolphin by Gill Lewis

Teaching Schedule: includes assessment week to be aligned with school calendar

1. Preface, p9 + Silver (Walter de le Mare) + Chapter 1 – p11-14
 - a. Increase familiarity with a range of books: *Read Silver* [SCAFFOLD: use images to suggest definitions for unfamiliar vocabulary]. Q: How does the poet emphasise the silvery appearance of the night? SUPPORT does the dog really have silver paws? Is the roof of the house made of silver? what are the casements and why are they significant in this image? STRETCH what effect does the poet attempt to achieve with his description of the night? use **summariser** to share ideas and opinions
 - b. To read text aloud with intonation and expression: *Read preface (p9)*. Use **summariser** to pick out key events. Q: What mood is the author creating in this first introduction to the book? SUPPORT how does Nick feel about his life? STRETCH what important information might we miss if we chose NOT to read the preface? Use **instigator and prober** to discuss and share ideas
 - c. To describe characters: *Read p 11-14*; use **Fed-in Facts** to disclose true elements about London at the time of the plague to prompt conversation about Nick's character
 - d. Describe character with reference to dialogue and actions: *Read p11-14 smoothly and with pace*. Why is Mistress Jenkins worried about gossip? Provide evidence from the text using what you know about Nick and the plague.
 - a. Book Club: use **talk tactics (incl instigator and prober)** in informal book talk
2. Chapter 5 – p51-56
 - a. To read text aloud with intonation and expression: *Read p51, 1st para. read each phrase, Bit-by-Bit, with ongoing summary to check understanding. Explore the simile 'blurred spokes of a carriage wheel' Explain the phrase 'gasped for breath and sense'. Explore the impact of the three short sentences: It was done. Mercy was safe. But what about him? In what way were people 'tortured towards death'? Why was Nick too scared to stay still? Re-read the paragraph, using phrasing and with appropriate pace.*
 - b. To answer questions about a topic, providing evidence: *Read p52-53 (1st& 2nd para)*. Q: How does the author use contrasting imagery to describe Nick's predicament? SUPPORT what is Nick glad about? -why does he need cheering up? - what is strong in this section – and what is not strong? -why is it significant that a bird can 'come and go freely'? STRETCH how does the author use minor characters to highlight Nick's plight?
 - c. Apply my learning: *Read p54-55 and answer associated questions [Raven Boy p54-55]. (see resources)*
 - d. Use information to generate questions: **hot-seat** Nick
 - e. Book Club: use **talk tactics (incl instigator and prober)** in informal book talk
3. Chapter 11 – p96-99, 'The Arrow and the Song' by Longfellow
 - a. To read text aloud with intonation and expression: *Read 2nd para p96 (Nick's hands were busy...)* Notice the use of monologue including questions – what does this inner voice sound like? Explore the dynamics of the paragraph and make the connection between this and the thoughts/meanings expressed. Q: How does the author use contrasting imagery to describe Nick's emotions? SUPPORT Nick's mind feels free – is he free? – why does Nick want to smash glass (and why does he NOT want it)? STRETCH To 'touch someone's life' is usually a positive expression. How does the author use this expression in this paragraph?
 - b. To read text aloud with intonation and expression: *Read p97-98 (As 'Devil?' said Nick. 'You won't be the only...')* Explore the intonation for each section, using punctuation to read Bit-by-Bit with ongoing summary. Now re-read at a conversational pace. Match-my-Time Q: How does the author tell us what emotions Nick is feeling? SUPPORT what does the phrase 'King devil' tell us about how Nick feels about King Charles? – why does Nick want to steal a 'piece of the feast'? STRETCH What does Nick mean when he talks about bending the knee and what does this tell us about how he feels?
 - c. To read text aloud with intonation and expression: *Explore the image: The Arrow and the Song along with the accompanying poem (see resources). Use punctuation to read each phrase within the first verse, adding intonation and expression. Repeat for the second verse. And then for the third verse.* Q: The poem is both literal and metaphorical. What is the message of the poem? SUPPORT was the flight of the arrow deliberate? – was the flight of the arrow irresponsible? – how could the impact of the 'song' be both deliberate and irresponsible? STRETCH Was the 'song' a positive or negative experience? Find evidence in the text to support your theory
 - d. To identify a theme: *read The Arrow and the Song*. Q: Find evidence to suggest that our words, thoughts and actions can have a lasting resonance with others. SUPPORT which phrases suggest that our words and deeds can have consequences that we don't immediately see or understand? STRETCH which phrases show that our actions can endure over time and reappear in unexpected ways? What is the message of the poem?
 - e. Book Club: use **talk detectives** in informal book talk

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4. Chapter 13 – p109-113

- a. To read text aloud with intonation and expression: p109 (*Cramped together and leaning over...*) – 113 (end). Read 'Cramped together' paragraph (finishes on p108). Re-read the passage, focusing on phrasing and using punctuation to read each phrase Bit-by-Bit. Q: How does this paragraph show that Nick has changed? SUPPORT what has Nick noticed now that he hadn't realised before? – Nick is worried about Mercy. What was he worried about before he moved into the tower? STRETCH Explain the phrase 'mercifully bare' in the last sentence.
- b. To read text aloud with intonation and expression: p110 (*Thank God! Breathed Nick...*-111 (end). Assign roles for CHORAL Reading. GD readers should read the narrator. (ALL should read with multiple pupils being assigned to each part – Nick, Mercy, Pegg, Narrator). Repeat so that the passage is read fluently and with expression. Now extend the reading to the end of p113. Evaluate how reading with expression can help our understanding.
- c. To use information to generate questions: Read p109-113 using CHORAL reading. hot-seat Nick.
- d. Describe characters in detail: Read p109-113. Q: How has Nick's relationship with his sister changed? SUPPORT Nick is worried about Mercy. What was he worried about before he moved into the tower? STRETCH Why has Nick's relationship with his sister changed? RECORD in BOOKS – use evidence from the text to support your answer
- e. Book Club: use talk tactics in informal book talk

5. From Pippa Goodhart – p169-175; present this information as separated fact files

- a. To read text aloud with intonation and expression: MODEL reading one of the fact files (read the fact about the story being based on a real boy from Samuel Pepys recollections – p170) using good phrasing, Bit-by-Bit with ongoing summary to check understanding. Ask a summariser to reiterate the key points to model this skill. Q How does this information colour our opinion of the text as a whole? Use summariser to present opinions of the class in response to the discussion.
- b. To read text aloud with intonation and expression: readers to work in small groups to gather a factfile and then read it using appropriate phrasing. Use summariser to reiterate the key points of the reading. Repeat with a new factfile. Summariser to reiterate most interesting points from the reading.
- c. To increase familiarity with a range of books: Q Is this book historical fact or historical fiction? Explain your answer using evidence from the text.
- d. To compare different texts: compare the protagonists in Viking Boy & Raven Boy. MODEL how to write a comparison which uses evidence from the text. [SUPPORT: Double Bubble template – see resources]
- e. Book Club: use consensus circle to discuss top tips for a lifelong reader

6. Apply Learning – Use external assessment (if available) + these 'practice' papers

- a. KS2 2012 - The Great Plague: Review strategies for reading unfamiliar words. Review strategies for reading text first vs reading questions first. Explore different types of question and how this affects our written answers. In what way might we misread the questions - and what could be the impact of that? Notice that questions have different marks assigned to them... does this help us? Strategies for time keeping. Read text and answer questions as a small group.
- b. KS2 2012 – The Great Plague: Review answers and categorise errors
- c. KS2 2012 – At the Sign of the Sugared Plum: Read text smoothly, with appropriate phrasing, Bit-by-Bit with ongoing summary to check understanding. Reread text and answer questions as a small group.
- d. KS2 2012 – At the Sign of the Sugared Plum: review answers and categorise errors.
- e. Book Club: use hot air balloon debate to recommend my next read

Y5: Summer = 4 weeks + 7 weeks

Y5 Overview: White Dolphin by Gill Lewis

Pupils should be taught to develop positive attitudes to reading and understanding of what they read by

- listening to and discussing a wide range of books
- increasing their familiarity with a wide range of books

Story Time (10mins per day)

Journey to the River Sea by Eva Ibbotson

Commented [CP5]: This may have been moved to SPRING

Teaching Schedule includes assessment week to be aligned with school calendar

- Chapter 2 – p6-11
 - To read unfamiliar words: (*harbour, construction, weathered thatch, tricycle, oilskin, warthog, hesitate*) use context to define each word.
 - To read smoothly with understanding and expression: p6: notice short paragraph. Echo Reading. p7-8: notice dialogue – follow local pronouns to understand who is talking and find the voice of the text. p7-8: notice use of hyphens. Echo Reading.
 - To describe a character with reference to dialogue and actions: Q: What does this chapter reveal about Kara and her family? SUPPORT – how does Kara treat people? – how does Kara get out of the situation? STRETCH - What do Aunt Bev's and Daisy's actions tell us about their relationship with Kara? Use *clarifier & summariser* in small group discussion
 - To describe a character with reference to dialogue and actions: what do Kara's words and actions reveal about her character? What might this suggest about her lifestyle?
 - Book Club: use *talk detectives* in informal book talk
- Chapter 9 – p56-59
 - To read unfamiliar words: CHORAL Reading. Ask chn to read together, stop when you hear them stumble... use context to define the tricky word, then re-read the sentence/paragraph.
 - To read smoothly with understanding: use phrasing to read Bit-by-Bit with ongoing summary to check understanding. Use *summariser* to recap main points
 - To read for a range of purposes: Recap use of paragraphs (new character, new action, new event, new time) Q: Why do authors use paragraphs? SUPPORT – what are the rules for starting a new paragraph? – explain the shortest paragraph. STRETCH - how does the author use other punctuation and why is this important? Review the chapters on p56-57 and find the purpose of each new paragraph.
 - To describe characters with reference to dialogue and actions: describe how (both Daisy and) Kara feel about Miss Penluna. What tells you this?
 - Book Club: use *clarifier & summariser* recommend books to peers
- Chapter 17 – p117-120
 - To read unfamiliar words: p117: find a word which shows us the sound a dolphin makes when it exhales; p118: find a word which means large, heavy rock; p118: find a word which means dry up; p119: find a word which means deliberate; p119: find a word which means to be taken prisoner; p120: find a word which means vividly colourful.
 - To read smoothly with understanding and expression: use punctuation to separate clauses; use phrasing to read Bit-by-Bit with ongoing summary to check understanding. use *builder & summariser* to recap main points.
 - To understand how vocabulary is chosen for effect: Q: The author uses a series of short paragraphs (p117 + p120) and repeated phrases. What impact does this have on the reader? SUPPORT – (p119) why does Kara repeat herself? – how is Kara feeling about the dolphin and which vocabulary makes you think that? STRETCH - (p120) what is the impact of using an extended break in the layout just before the final section of writing? What does this suggest about how Kara is feeling? use *clarifier, builder & summariser* in small group discussion
 - To demonstrate how authors shape text: explain why the author uses repeated phrases and short sentences/paragraphs. What does this suggest about how the characters are feeling?
 - Book Club: use *talk tokens* in informal book talk
- Chapter 25 – p174-177
 - To use knowledge of phonics to decode regular words with common affixes: (*unnerve, tightly, playground, horse-chestnut, blackbird, cushioned, fiddling, dredging, conference, politicians*). Use phrasing to read Bit-by-Bit with ongoing summary to check understanding.
 - To read smoothly with understanding and expression: use phrasing to read Bit-by-Bit within ongoing summary to check understanding; use *challenger & summariser* find recap main points
 - To apply my learning: Dolphin Comp (see resources)
 - To review my learning: Dolphin Comp – review answers and correct any misconceptions
 - Book Club: use *talk tactics* in recommend books to peers

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5. Chapter 28 – p188-189
- To understand how punctuation is used in text: *check text for unfamiliar words... (p188) Notice apostrophes for possession – check understanding of these. Notice each new paragraph – check understanding of rules for new paragraph: new time, new place, new action, new character. (p189) Notice italics – check understanding. Read the passage – Match-my-Time.*
 - To understand how vocabulary is used in text: **Q: How does the author manipulate vocabulary to serve the purpose of the story? SUPPORT** Read the passage about Kara standing in the hall to give a speech... how does the author convey her feelings about this? **STRETCH** –(p188) Notice the phrase ‘sea of faces’ – explore the use of ‘sea’ in this context against the wider context of the book. (p189) Notice the phrase ‘his eyes bore right through me’ – explore the use of ‘bore’ in the context of drilling and what is happening at the sea bed.
 - To apply my learning: *White Dolphin comp text (Ch9) p191-192 (see resources)*
 - To review my learning: *review answers from comp and correct any misconceptions*
 - Book Club: use **talk tokens** in informal book talk
6. Chapter 36 – p242-244
- To read unfamiliar words: (**why is MOANA written in italics? flounder, foredeck, heeling, spinnaker, parachute, billows, tiller, taut, crest, prow**) categorise the words as those related to boats and sailing. Are there any other unfamiliar words in this section of the text? Can we use context to make our best guess at their meaning?
 - To read smoothly with understanding: **Q: How does the author build tension? SUPPORT** why does the author repeat the idea of needing to think? - how can the wind ‘scream’? - **STRETCH** how does the author’s use of metaphor contribute to the image of the storm? [look at the description of the sail and the waves] – what is the impact of using short sentences? *Use phrasing to read Bit-by-Bit with ongoing summary to check understanding.*
 - To read for a range of purposes: *Maths Autumn 1 (see resources)... read these maths problems – what is each one asking you to do? Use inference to find out what are they NOT saying.*
 - To read for a range of purposes: *Inference in Science (see resources)... read these science questions – what is each one asking you to do? Use inference to find out what they are NOT saying.*
 - Book Club: use **hot air balloon** debate to recommend my next book
7. Reading Week - LO: choose to read a wide range of fiction and/or non-fiction texts independently. Use this week to work through the class, listening to individuals read their own book. Use Reading Fluency Rubric (see resources) to offer individual advice about next steps. Children should bring their own book to school everyday. Classroom Organisation: establish boundaries for silent independent reading. You may provide struggling readers with some reading matching games. You may use some time to assign more confident readers to read/listen to struggling readers
- To use a range of strategies to read smoothly with understanding and expression: *use Reading Fluency Rubric to give advice about next steps*
 - Book Club: use **talk tokens** in informal book talk

Year 5 Overview: Journey to the River Sea by Eva Ibbotson

Commented [CP6]: This may have been moved to SPRING

Pupils should be taught to develop positive attitudes to reading and understanding of what they read by

- **listening to and discussing a wide range of books**
- **increasing their familiarity with a wide range of books**

Story Time (10mins per day)

Blackberry Blue by Jamila Gavin

21 Balloons by William Pene du Bois

Teaching Schedule includes reading week for individual assessment

1. Assessment Week – use external assessments + these ‘practice papers’
 - a. 2016: The Lost Queen: Review strategies for reading unfamiliar words. Review strategies for reading text first vs reading questions first. Explore different types of question and how this affects our written answers. In what way might we misread the questions - and what could be the impact of that? Notice that questions have different marks assigned to them... does this help us? Strategies for time keeping. Read text and answer questions as a small group.
 - b. 2016: The Lost Queen: review and categorise answers
 - c. External assessment: complete individually
 - d. External assessment: review and categorise answers
 - e. Book Club: use **talk detectives** in informal book talk
2. Chapter 1 – p1-5
 - a. To understand the setting of the book: use maps and atlases to explore the Amazon Rainforest, Manaus, Brazil & London. Use **summariser** to present understanding; CT to introduce book, characters and themes
 - b. To read unfamiliar vocabulary: **clarifier, builder, summariser (solemn, emigrate, prosper, guardian, assemble, prow, devastate, civil, hostile)**
 - c. To understand how vocabulary is used in text: Read p2-5 – Match-My-Time; then study particular sections to check understanding. Q: Why does the author plant clues for the reader? SUPPORT how do you know that this book was set in a time when girls and boys did not receive an equal education? - (p2) which phrase tells us that Maia’s parents are not alive? –(p5) how does the final phrase of the excerpt hint at trouble to come? STRETCH (p3 & p5) how does the author use italics to good effect? – (p2) the author describes Maia has having an ‘unprotected look’. Why has the author chosen this adjective? Share ideas in small group discussion
 - d. To read with understanding: ‘... the letter had given her heart.’ Explain the meaning of the statement, using evidence from the text.
 - e. Book Club: use **talk detectives** in informal book talk
3. Chapter 6 – p77-79
 - a. To read unfamiliar words: dictionary to read unfamiliar words; notice the use of capital letters for proper nouns, (**manitee, moustache, puce, conspiracy, wastrel, ancestor, cannibals, generation, Colonel**). Use phrasing to read Bit-by-Bit with ongoing summary to check understanding.
 - b. To read smoothly with understanding and expression: use punctuation to separate clauses; use **talk tactics (clarifier, builder, challenger & summariser)** to surmise what the Indians might do for the Taverner’s son.
 - c. To answer questions about a topic, providing evidence: **debate** – Q: The author hints that the detectives do not approve of the Indian people. How is this information received by the police chief? SUPPORT (p78) why are the men ‘outraged’ to think that the boy might be with the Indians? - (p78) where does Colonel da Silva wish he had sent the men? STRETCH (p78-79) why did the Colonel tell the men that the boy was staying with the Indians? RECORD IN BOOKS
 - d. To use a range of strategies to read unfamiliar words: Little Lord Fauntleroy (see resources). Find synonyms for unfamiliar vocabulary.
 - e. Book Club: use **talk tokens** in informal book talk

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4. Chapter 13 – p178-179 & 181-182

- a. To use context to read unfamiliar words: (p178-179) *find a word which means weak (feeble), find a word which means twist (prise), find a word which means eventually (presently), find a word which means 'animal skins' (pelts).* Read the extract using phrasing to read Bit-by-Bit with ongoing summary to check understanding.
- b. To read smoothly with understanding: (p178-179) **Q: How does the author present an image of a long, tiring and fruitless search? SUPPORT how many different exhibits did the men look into? - (p179) as a last resort, the men decide to force Maia to tell them where the boy is. Whose idea is this? STRETCH how does the author use punctuation to convey the passage of time? RECORD in books**
- c. To use context to read unfamiliar words: (p181-182) *find a word which means basement or underground room (cellar), find a word which means teacher (governess), find a word which means restrain (pinion), find a word which means shocked (aghast).* Read the extract using phrasing to read Bit-by-Bit with ongoing summary to check understanding.
- d. To express and justify my opinion: *What is your impression of Maia? Use evidence from chapter 13 to support your ideas.*

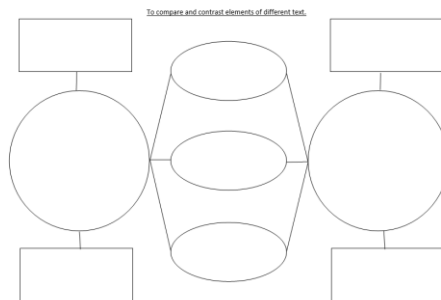
Impression	Evidence
Maia does not want to tell the men where Finn is	Her voice was very quiet
Maia did not want to trick Miss Minton	
	She gave a groan of despair

- e. Book Club: use **talk tactics** in informal book talk

5. Chapter 16 – p214-220

Prior to our study lessons this week, summarise the story so far... Clovis, pretending to be Finn, has gone to England. Finn has gone exploring. The twins have received their reward money for selling out 'Finn'.

- a. To read smoothly and with understanding: *children to read in pairs, using phrasing to read Bit-by-Bit with ongoing summary to check understanding. [SCAFFOLD: select key passages to read with children, relating to Miss Minton and Maia; Model reading using phrasing with ongoing summary] use summariser to discuss Miss Minton's actions and motives.*
- b. To describe a character: **Q: How does Maia's relationship with Miss Minton evolve in this chapter? SUPPORT what does Miss Minton do that seems suspicious? - (p220) why does Maia feel 'uneasy'? STRETCH how does Maia's character demonstrate growth in this chapter? RECORD in books.**
- c. To compare elements of different texts: use **talk tactics + prober** to compare the relationship between Kara and her dad and that of Maia and Miss Minton. **MODEL** how to use double bubble (or similar) to find similarities and differences. [SCAFFOLD: compare Kara & Felix to Maia & Finn]



- d. To compare different texts: (**double bubble**) compare the relationship between Kara & Felix / Maia & Finn (see resources)
- e. Book Club: use **talk tactics + prober** in informal book talk

continued overleaf

6. Chapter 20 – p245-247 & Chapter 21 – p262-265
- a. To use context to read unfamiliar words: (p245) *find a word which means red (crimson), (p245) find a group of words which suggests that the house was destroyed (dying house), find a word which means boat (launch), (p247) find a word which means cut (gash). Read the extract using phrasing to read Bit-by-Bit with ongoing summary to check understanding.*
 - b. To read smoothly with understanding: *River Sea Comp Ch20 (see resources). Review answers and address misconceptions.*
 - c. To describe characters in detail: **Q: How does Maia's relationship with Miss Minton evolve in this chapter? SUPPORT what does Miss Minton do that seems out of character – and why does she do this? - (p264) why do you think that Miss Minton couldn't sleep? (p265) what decision led to Maia 'hardly believing that there could be such happiness'? STRETCH (p265) She mustn't cry. Above all, she musn't sulk. What does this reveal about Maia's strength of character? RECORD in books.**
 - d. To use knowledge of conventions: *How does this story use what we know about conventions for children's writing? (happy ending, underdog is usually triumphant against all odds, 'evil' characters are defeated, reward after an arduous journey) use hot air balloon debate to decide which of these conventions we could adopt in our own writing)*
 - e. Book Club: use **hot air balloon** debate to recommend my next book
7. Amazon Comp (see resources)
- a. To read unfamiliar vocabulary: *Read the article. Answer Qs relating to vocabulary. (see resources)*
 - b. To read for a range of purposes: *read and discuss the interview with Eva Ibbotson along with the included discussion points. Use summariser, challenger and prober to discuss*
 - c. To identify a favourite author: *Did you prefer White Dolphin or Journey to the River Sea? Explain. RECORD in books.*
 - d. To apply my learning: *KS2 SATs, 2015: Guide Dogs + associated questions.*
 - e. Book Club: use **talk detectives** in informal book talk