

Reading Curriculum Map

Year 5						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Text for Guided Reading Lessons	War of the Worlds – H.G Wells	The Golden Horsemen of Baghdad – Saviour Pirotta	Holes by Louis Sachar	Holes by Louis Sachar	Street Child – Berlie Doherty	Rooftoppers – Katherine Rundell
Linked Text(s) for Guided Reading Lessons Fiction Poetry Non-fiction	<i>A Martian Sends a Postcard Home</i> - Craig Raine How to spaghetti your dog: ...and other science secrets of the universe – Hiba Noor Khan	<i>Last night I saw the city Breathing</i> – Andrew Fusek Peters The History Detective investigates : Early Islamic Civilisation – Claudia Martin	<i>Peer Pressure</i> – Karl Nova Rise Up: Ordinary Kids with Extraordinary Stories	<i>If</i> – Rudyard Kipling Break the Mould: How to Take Your Place in the World - Sinéad Burke	<i>Kindness</i> by Edgar Guest You Wouldn't Want to Be a Victorian Schoolchild by John Malam	<i>High Flight</i> By John Gillespie Magee Jr. Around the World in 80 Musical Instruments
Key Text(s) for Reading for Pleasure Picture Books Graphic Novels	Luna Chris – Bradford <i>The Sky</i> by Hélène Druvert T-Minus: The Race to the Moon by Jim Ottaviani	The Breadwinner by Deborah Ellis <i>Beowulf</i> – Gareth Hinds The Conference of the Birds – Alexis York	Beetle Boy- M.G Leonard Wall- Tom clohosey cole <i>Smile</i> by Raina Telgemeier	I Am Lenny Brown Dan Freedman & Kajsa Hallstroem <i>Frankie's World</i> – Aoife Dooley Edison - Torben Kuhlmann	Darwin's Dragons Lindsay Galvin The Bluest of Blues Fiona Robinson <i>Lord of the Flies: The Graphic Novel</i>	Luna - Chris Bradford <i>Anne of Green Gables: A graphic novel</i> – Maria Marsden. This is Paris" by Miroslav Sasek
By the Summer Term						
Word Reading	<ul style="list-style-type: none"> Read fluently, confidently and independently using strategies to work out any unfamiliar word Decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of the words they meet in text 					

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Comprehension

- See reading as a pleasurable activity.
- Demonstrate appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry, to make the meaning clear to the audience
 - Recommend books to others based on own reading preferences.
 - Make comparisons within and across books
- Demonstrate an increasing 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 and traditions.
- Understand the conventions of different types of writing such as the use of the first person in writing diaries and autobiographies.
 - Use some technical terms such as metaphor, simile, imagery, style and effect when discussing texts
 - Ask questions about a text to increase understanding
- Accurately retrieve information from non-fiction texts using contents pages, indexes recording and summarising information found
- Recognise themes within texts (e.g. loss or heroism); and can compare characters, settings, themes and other aspects within texts.
 - Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main idea.
 - Draw inferences and infer characters' feelings, thoughts and motives from their actions and justify with evidence
 - Make predictions based on details stated and implied with evidence from the text
 - Distinguish independently between statements of fact and opinion
 - Participate in discussions about books that are read to them and those they can read for themselves