

Year 5 English Reading Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	World War Two	World War Two	Space	The Mayans	Rainforests	Rainforests
Suggested Whole Class Reading texts	Once – Morris Gleitzman The Silver Sword – Ian Serraillier My Friend The Enemy – Dan Smith		Cosmic – Frank Cottrell Boyce		The Explorer – Katherine Rundell	
Progression of skills – Reading	Word reading and fluency Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)					
	Being a reader - Read and discuss a range of fiction, poetry, plays, non-fiction, reference and text books - Increase their familiarity with fiction genres including books from other cultures - Increase their familiarity with fiction genres including modern fiction - Increase their familiarity with fiction genres including traditional stories - Know a range of children’s authors and poets - Read for a range of purposes - Learn poems by heart - Learn more complex poems by heart - Prepare poems and playscripts to read aloud and perform, showing understanding through speed, volume, action, intonation, tone and word emphasis so that the meaning is clear to an audience - Recommend a book and explain why - Recommend an author and explain why - Use pertinent and technically specific vocabulary when talking about books - Discuss a text confidently with others, responding to their ideas and challenging their views courteously					
	Reading comprehension Answering questions: answer questions drawing on information from several places in the text Clarifying: check that the text makes sense to them and discuss their understanding Imagining: use imagination and empathy to explore a text beyond the page Inferring: use evidence to both support and challenge conclusions drawn within and from a text Linking: comment on the effect that the reader’s or writer’s context has on the meaning of texts e.g. historical context, location					

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	• Predicting: predict what may happen using stated and implied details and a wider personal understanding of the world • Summarising: summarise using an appropriate amount of detail as evidence Understanding purpose and viewpoint • Recognise that different parts of the text may have different purposes • Comment on a writer's purpose and viewpoint e.g. noting bias • Identify, describe and compare writers' themes across a range of texts Understanding text organisation: • Identify a point in the text where the author has made a structural choice and consider the reasoning behind it • Explain some choices an author has made in structuring and organising their text Understanding writers' use of language • Discuss and evaluate how authors use language and the impact on the reader • Explain why an author has used figurative language and the effect this has • Identify how the choice of language contributes to meaning		
	Being a researcher • Detect bias and distinguish fact from opinion • Search texts (including screen-based texts) for information quickly and efficiently and make choices about the appropriateness of the information Understand copying, quoting and adapting source material		
Progression of skills – Spoken Language	Speaking/listening • To use repetition, recapping and humour in storytelling and presentations to maintain the interest of the listener • To use language fluidly to speculate, hypothesise, imagine and explore ideas • To analyse techniques designed to engage the listener • To identify and analyse the use of different question types, e.g. open, closed, leading, probing, hypothetical, rhetorical, challenging and reflective	Discussion (primarily through D&T topics) • To plan and manage a group task over time • To use a range of techniques (e.g. compromise, considering sequences, combining ideas) to reach an agreement in a group To use a range of question types in discussion and conversation	Speaking/listening • To present a well-structured, persuasive argument including reasons and evidence • To analyse the use of persuasive language in different contexts Drama (primarily through supporting Year 6 production) • To vary voice for dramatic effect, e.g. by using volume, tone and pitch • To invent dialogue, gesture and movement to suit a character

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			• To perform a published script, experimenting with voice, gesture and staging
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