

The Piggott School: Charvil Primary



'Go and do Likewise' Luke 10:25, -37 The Parable of the Good Samaritan
We live with love and compassion, seeking help in times of need

Curriculum Map: Reading Year 5

Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	Holes	Journey to Jo'Burg	Onyeka and the Academy of the Sun	The Lion Above the Door	The Dark Rising: Over Sea, Under Stone	The Boy who Harnessed the Wind
Non-Fiction	So You Think You've Got It Bad?	How was that built?	Space Maps	Why were Mayan games so deadly?	Just Like Me	The Incredible Ecosystems of the World
Picture Book	Cinderella of the Nile	Leon and the Place in Between	The Journey	Curiosity: The Story of the Mars Rover	Last: The Story of the White Rhino	I am the Subway
Other	<p>Poetry The Lost Words, Be The Change</p> <p>Character Education You Are Awesome</p> <p>Archaic The Merry Adventures of Robin Hood, Oliver Twist, Swallows and Amazons, The Wonderful World of Oz</p>					

Content Declarative Knowledge 'I know' and Skills Procedural Knowledge 'I know how to'

Comprehension	Word Reading	Spoken Language
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<p>*I can read, enjoy, understand and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>*I can read, enjoy and understand a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from the past and books from other cultures or traditions.</p> <p>*I can write or give a detailed book review including reasons why I would recommend the book.</p> <p>*I can discuss and compare events, structures, issues, characters and plots of stories, poems and information texts.</p> <p>*I can discuss and compare events, issues and characters within a book.</p> <p>*I can prepare poems and plays to read aloud and perform. I can change my voice to make them sound more interesting to listen to and to make the meaning clear.</p> <p>*I can understand what I am reading by checking the book makes sense and finding the meaning of new words.</p> <p>*I can ask sensible and interesting questions about the texts to help me understand them more.</p> <p>*I can explain characters' feelings, thoughts or reasons for their actions. I can explain my thoughts with evidence from the text.</p> <p>*I can predict what might happen in increasingly complex texts by using evidence from the text.</p> <p>*I can talk about why authors use language, including figurative language, and the impact it has on the reader.</p> <p>*I can tell the difference between statements of fact and opinion.</p>	<p>I can read aloud and understand the meaning of at least half of the words on the Year 5/6 list</p>	<p>I can apply my growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</p> <p>I can identify and discuss themes and conventions in and across a wide range of writing.</p> <p>I can learn a wider range of poetry by heart.</p> <p>I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>I can identify how language, structure and presentation contribute to meaning.</p> <p>I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>I can provide reasoned justifications for my views.</p> <p>I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously.</p>
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*I can find and write down facts and information from non-fiction texts.

