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**Year Group: 5 Shared Reading Long Term Plan**

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| **Term** | **Autumn Term** | **Spring Term** | **Summer Term** |
| **Fiction**  | **Wonderscape**Jennifer BellFictionScience Fiction | **The Demon Headmaster**Gillian CrossFictionThriller | **Rumaysa A Fairy Tale**Radiya HafizaFictionFairy Tale |
| **Non-Fiction** | **Shakleton’s Journey**William GrillNon-fiction (Geography)Biography * Pg 1
* Pg 9/10
* Pg 25/26
* Pg 31/32
* Pg 39/40
 |  | **Real – Life Mysteries Can You Explain The Unexplained?**Susan MartineauVicky BarkerNon-fictionExplanation Text* Unidentified Flying Objects – Pink
* Curses, Curses, Curse – Yellow
* Spontaneous Human Combustion – Orange
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| **Poetry** | **Being Me Poems About Thoughts, Worries and Feelings** Liz BrownleeMatt GoodfellowLaura MuchaPoetry * Metaphor – Kindness pg 4
* Structured Grammar – Doing Nothing pg 56
 | **Being Me Poems About Thoughts, Worries and Feelings** Liz BrownleeMatt GoodfellowLaura MuchaPoetry* Personification – Forest Song pg 26
* Metaphor – Land of Blue pg 12
 | **Being Me Poems About Thoughts, Worries and Feelings** Liz BrownleeMatt GoodfellowLaura MuchaPoetry* Narrative – Promise pg 48
* Metaphor – I’m an Orchestra pg 24
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| **Reading Objectives** | **Word Reading**  | * I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words
* I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
* I can attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words
* I can re-read and read ahead to check for meaning
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| **Composition**  | * I can make connections between other similar texts, prior knowledge and experience
* I can compare different versions of texts and talk about their differences and similarities
* I can listen to and build on others’ ideas and opinions about a text
* I can present an oral overview or summary of a text
* I can present the author’s viewpoint of a text
* I can present a personal point of view based on what has been read
* I can explain a personal point of view and give reasons and listen to others’ personal point of view
* I can become familiar with and talk about a wide range of books, including myths, legends and traditional stories and books from other cultures and traditions and know their features
* I can read non-fiction texts and identify purpose and structures and grammatical features and evaluate how effective they are
* I can identify significant ideas , events and characters and discuss their significance
* I can learn poems by heart. For example, narrative verse, haiku
* I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action
* I can use meaning-seeking strategies to explore the meaning of words in context
* I can use meaning – seeking strategies to explore the meaning of idiomatic and figurative language
* I can identify and comment on writer’s use of language for effect. For example, precisely chosen adjectives, similes and personification
* I can identify grammatical features used by writer – rhetorical questions, varied sentence lengths, varied sentence starters, empty words – to impact on the reader
* I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions
* I can justify inferences with evidence from the text
* I can make predictions from what has been read
* I know the difference between fact and opinion
* I can use knowledge of structure of text type to find key information
* I can use text marking to identify key information in a text and make notes from text marking
* I can summarise the main ideas drawn from a text
* I can identify the effect of the context on a text. For example, historical or other cultures
* I can identify how language, structure and presentation contribute to the meaning of a text
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| **Reading Skills**  |  |  |  |