

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

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| **Term** | | **Autumn Term** | **Spring Term** | **Summer Term** |
| **Fiction** | | **Wonderscape**  Jennifer Bell  Fiction  Science Fiction | **The Demon Headmaster**  Gillian Cross  Fiction  Thriller | **Rumaysa A Fairy Tale**  Radiya Hafiza  Fiction  Fairy Tale |
| **Non-Fiction** | | **Shakleton’s Journey**  William Grill  Non-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 Martineau  Vicky Barker  Non-fiction  Explanation Text   * Unidentified Flying Objects – Pink * Curses, Curses, Curse – Yellow * Spontaneous Human Combustion – Orange |
| **Poetry** | | **Being Me Poems About Thoughts, Worries and Feelings**  Liz Brownlee  Matt Goodfellow  Laura Mucha  Poetry   * Metaphor – Kindness pg 4 * Structured Grammar – Doing Nothing pg 56 | **Being Me Poems About Thoughts, Worries and Feelings**  Liz Brownlee  Matt Goodfellow  Laura Mucha  Poetry   * Personification – Forest Song pg 26 * Metaphor – Land of Blue pg 12 | **Being Me Poems About Thoughts, Worries and Feelings**  Liz Brownlee  Matt Goodfellow  Laura Mucha  Poetry   * Narrative – Promise pg 48 * Metaphor – I’m an Orchestra pg 24 |
| **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 | | |
| **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 | | |
| **Reading Skills** | |  |  |  |