



## Reading – Year 5 National Curriculum Coverage

### Year 5 English Units of Work

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		The Book of Hopes Wellbeing Unit to begin the year Twinkl/Literacy Trust	Gothic Fiction: Goth Girl Writing an extra chapter Hamilton	Migration Reports & Recounts Hamilton	Making the ordinary extraordinary! Poetic Language Hamilton	Stories on a Theme: Faraway Places Story Writing Hamilton	Argument & Debate Hamilton	Poems on a Theme: Old Possum's Book of Practical Cats Writing own poetry	Classic Fiction: The Hobbit Writing a 'Lost Tale' Hamilton	Historical & Modern Letters Hamilton	Poems about the Sea Poetic Language Hamilton	
Phonics & Decoding	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*											
Common Exception Words	To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Fluency	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Comparing, Contrasting & Commenting	To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.	✓	✓			✓			✓			
	To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.	✓	✓			✓			✓			

	To identify main ideas drawn from more than one paragraph and to summarise these.	✓	✓	✓		✓	✓		✓	✓	
	To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.	✓		✓			✓			✓	
	To recommend texts to peers based on personal choice.										
Words in Context & Authorial Choice	To discuss vocabulary used by the author to create effect including figurative language.	✓	✓		✓			✓			✓
	To evaluate the use of authors' language and explain how it has created an impact on the reader.	✓	✓		✓	✓		✓	✓		✓
Inference & Prediction	To draw inferences from characters' feelings, thoughts and motives.		✓			✓			✓		
	To make predictions based on details stated and implied, justifying them in detail with evidence from the text.		✓			✓			✓		
Poetry	To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.	✓			✓			✓			✓
Non Fiction	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.			✓			✓			✓	