Year 5 /6 (B)

Shared Class Reader/POEM/Debate & Presentation Topic

Column headings (Shared Class Reader / POEM / Debate & Presentation Topic):

- **Autumn 1:** Once (Chapter) · Little Red Riding Hood and the Wolf
- **Autumn 2:** Rooftoppers (Chapter) · The Eagle (Alfred Lord Tennyson)
- **Spring 1:** The Listeners (Walter de la Mare) · The Hobbit (Chapter)
- **Spring 2:** The Hobbit (Chapter) · Barnabus Project (Picture) · Everest (Non-fiction)
- **Summer 1:** If (Rudyard Kipling) · Escape Room (Chapter)
- **Summer 1:** Escape Room (Chapter) · The Viewer (Picture) · Origin of Species (Non-fiction)

TEXT UNDERSTANDING (SHARED READING)

Objective	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1
Develop pleasure in reading, motivation to read, vocabulary and understanding by: Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books that they have read for themselves, expressing views and preferences, justifying them by reference to the text, drawing on, comparing and contrasting examples	x x x x x	x x x x x	x x x x x	x x x x x	x x x x x	x x x x x
Reading books that are structured in different ways and reading for a range of purposes, with independence: • Year 5 (A) e.g. manga and graphic novels, comical history series. • Year 6 (B) e.g. first person historical accounts, spy series, series set in alternative worlds, historical fiction.	x x x x		x x x x	x x x	x x x x	x x x
Increasing their familiarity with a wide range of age-appropriate books and can identify some genres: • Year 5 (A) e.g. fantasy, adventure, comedy, science fiction. • Year 6 (B) e.g. espionage, magical worlds, comedy.		x x x x	x x x x	x x x	x x x x	x x x
Identifying and discussing themes and conventions in and across a wide range of writing • Year 5 (A) e.g. heroism or loss and continuing to learn the conventions of different types of writing such as first person in autobiography. They can explain 'heroism' or 'loss' in the context of the writing. • Year 6 (B) e.g. isolation, flashback in narrative.	x x x x		x x x x	x x x x	x x x x	x x
Making comparisons within and across books • Year 5 (A) comparing characters, considering viewpoints of authors and of fictional characters: e.g. Ginger reminds me a bit of Tyke Tiler because neither of them can seem to stop getting into trouble at school. • Year 6 (B) between versions of the same text, giving examples to support opinions: e.g. Stanley is a bit like Sirius Black because they are both held captive even though they are innocent.	x x x x	x x x x	x x x x	x x	x x x x	x x
Distinguish between statements of fact and opinion				x x		x x
Poetry:						
Learning a wider range of poetry by heart	x	x	x		x	
Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	x	x	x		x	
Debate:						
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				x x x		

Note: "Assessment and Review" appears as a vertical column between each term block.

courteously e.g. asking other to justify their opinions and views with evidence for the text.

Explain and discuss their understanding of what they have read, including through formal presentations and debates
- Year 5 (A) maintaining a focus on the topic and using notes where necessary.
- Year 6 (B) providing a thorough explanation of their points and prepare responses to likely conflicting opinions.

																		X		X	X											

TEXT SKILLS (Guided Reading)

Fluency: Ensure they can read age-appropriate texts aloud and fluently, at a speed of 100 words per minute, without making errors, or with very few errors (less than 5 errors per 20 words) subject to fluency/ reading speed tests

Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1, across a wide range of texts. Pupil can decode most new words outside spoken vocabulary, making a good approximation of the word's pronunciation: e.g. 'obey' disobedience
— marks: X (col 2), X (mid), X (later)

Vocabulary:
Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context e.g. dissolve, solution (in science), 'He dissolved in tears', Parliament was dissolved, there was no solution to the problem.
— marks: X (col 2), X (mid), X (later), X (end)

Inference:
Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence using the PEE approach
— marks: X, X, X, X, X, X, X

Prediction
Reading 'between the lines' when independently reading an age-appropriate text and draw on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader and using this information to justify their opinion using PEE
— marks: X, X

Explanation:
Asking questions to improve their understanding e.g. I wonder why or if...
— marks: X, X

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader e.g. I like the way the author uses animal-based images like Ginger having a furball of anxiety in her guts when she is in trouble at school
— marks: X, X

Identifying how language, structure and presentation contribute to meaning e.g. can recognise organisational and language features of a range of non-fiction texts including explanation, balanced argument, persuasive argument and understands the fine distinctions between the conjunctions used in them like whereas, consequently..
— marks: X, X

Provide reasoned justifications for their views with at least two pieces of evidence using PPE stems
— marks: X, X

Retrieval:
Retrieve, record and present information from non-fiction Usually presents information in ways that are coherent and useful to themselves and others: e.g. has a range of models for making notes like spidergrams or a grid of boxes with labels.
— marks: X, X, X, X, X, X

Summarising
- Year 5 - Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
— marks: X, X, X

• Year 6 - Independently, identify the main ideas in paragraphs and can usually produce a succinct summary, paraphrasing the main ideas.																															
Can use numbers to sequence the key elements of a key text.				x													x										x				