



Holy Trinity CofE Primary School
Reading Curriculum Overview – Year 5

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Decoding	Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.					
	I can apply my 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, inly to read aloud fluently.					
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. (Evidenced in vocabulary session of weekly GR)					
Vocab	Use a range of techniques to explore the meaning of increasingly ambitious words in context: discussion, scaling, antonyms/synonyms, dictionary, examples and non-examples, word structure analysis and word mapping.					
Retrieval	Skim and scan to retrieve relevant information. Who . . . ? What . . . ? Where . . . ? When . . . ? Why . . . ? How . . . ? (Where the answer is taken directly from the text).					
	Retrieve, record and present information from non-fiction.					
Inference	Refer to the text when explaining viewpoints and reasons.		Use quotations from texts to support my answers.		Explain and justify opinions with a range of evidence from the texts.	
	Evaluate texts and use relevant information to support my opinion.					
	Begin to use point, evidence explain, evaluate.					
	How did the character feel in the book. How do you know? Why do you think the character felt _____ or acted _____? What kind of character is _____? How did the author show what this character is like? Why did the character _____? How do you know? What picture helped you know _____? How did the pictures help you? Why do you think _____? How did the character change from _____ to _____? Why? What caused _____ to happen? What was the effect? How did you feel when the character _____? Why did the character feel and act that way? What do you think (character) was thinking? Why?					
	Make connections across contexts, stories, books and cultures.					
	How are the characters the same as you? What does this story remind you of? Can you think of another book that is similar to this one? How is the (topic, characters, ending) similar to (title of another book)? How is the character the same in this book as in previous books? What connection can you make (personal, text, world)? What are some similarities and differences between the adventures and experiences of characters in stories?					
Prediction	Predict what might happen from details stated and implied.			Predict what might happen in increasingly complex texts by using evidence from the text.		
	How do you think the book will end? Based on what you know, what might happen next? After reading the text, predict what might happen next. What clues helped you with this prediction? Based on the genre or text structure of this book, predict what might happen next.					
Summary	Summarise information. What is the main idea of the story (central message or lesson of the story)? What are some key details from the story? Retell the important events from the text in the order that they happened including character, setting, problem, and solution. What was the					



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	<i>problem in the story? How did the characters solve the problem? How did the story end? What happened before or after _____? What new information did you learn about _____? What happened first? What happened next? What happened last? Who is telling the story?</i>	
Author Intent	Identify how the structure and presentation of texts contributes to the meaning.	
	Be aware of the way certain powerful verbs can add to the tension or deepen a reader's understanding of a specific situation or action.	
	Show awareness of the effect of writer's language choices.	
	Evaluate how authors use language, including figurative language.	
	<i>How did the author show _____? What did you notice was different? (change in pattern, text features, etc.) What did the author do that made the story funny or surprising? Discuss how the author organized the story. (Beginning, middle, and end). What did the author do to make the characters or situation interesting? What is the genre of the book? How do you know? What types of illustrations are in the book (photographs, drawings, etc.)? What text features did you notice in the book? How did they help you understand the book? If applicable, discuss chronological order (ex. life cycle). If applicable, identify the features that make the text realistic fiction or fantasy. What are the major differences between books that tell stories and books that give information? How do the illustrations/details in a story help to describe its characters, setting, or events?</i>	
Discuss it	Discuss messages moods, feelings and attitudes using inference and deduction.	
	Ask sensible and interesting questions to improve my understanding.	Give a detailed book review including why I would recommend the book.