

English Curriculum Reading Comprehension Map
Texts will vary as our teachers read from the heart

Year Five Reading							
POEMS, STORIES, PLAYSCRIPTS AND NON-FICTION	Autumn Term		Spring Term		Summer Term		
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2	
	Changing the World The Boy in the Striped Pyjamas <i>John Boyne</i>	Hugo Cabret <i>Brian Selznick</i>	The Tudor Times Romeo and Juliet <i>William Shakespeare</i>	The Tudor Times Diver's Daughter <i>Patrice Lawrence</i>	Settlement and Migration Sky Hawk <i>Gill Lewis</i>	Kensuke's Kingdom <i>Michael Morpurgo</i>	
	Beyond the Lines (poetry)	Unknown Warrior	The Highwayman	Budapest (personification)			
Picture News							

Statutory requirements

Pupils should be taught to:

Maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
 - recommending books that they have read to their peers, giving reasons for their choices
 - identifying and discussing themes and conventions in and across a wide range of writing
 - making comparisons within and across books
 - learning a wider range of poetry by heart
 - 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
- Understand what they read by:
- checking that the book makes sense to them, discussing their understanding

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- and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- 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
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the top
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- ic and using notes where necessary provide reasoned justifications for their views.