Vine Core Curriculum

Termly Curriculum Overviews – Reading

Year Group - Year 5

	Autumn	Spring	Summer
Word Reading	• Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)	• Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)	• Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)
Being a Reader	• **Read and discuss a range of fiction, poetry, plays, non-fiction, reference and text books** • Increase their familiarity with fiction genres including books from other cultures • Read for a range of purposes • Discuss a text confidently with others, responding to their ideas and challenging their views courteously	• **Read and discuss a range of fiction, poetry, plays, non-fiction, reference and text books** • Increase their familiarity with fiction genres including modern fiction • Read for a range of purposes • Use pertinent and technically specific vocabulary when talking about books • Discuss a text confidently with others, responding to their ideas and challenging their views courteously • Recommend an author and explain why	• **Read and discuss a range of fiction, poetry, plays, non-fiction, reference and text books** • Increase their familiarity with fiction genres including traditional stories • Know a range of children's authors and poets • Read for a range of purposes • Prepare poems and playscripts to read aloud and perform, showing understanding through speed, volume, action, intonation, tone and word emphasis so that the meaning is clear to an audience • Learn more complex poems by heart • Use pertinent and technically specific vocabulary when talking about books • Discuss a text confidently with others, responding to their ideas and challenging their views courteously
Reading Comprehension	• Check that the text makes sense to them and discuss their understanding • **Answer questions drawing on information from several places in the text** • Predict what may happen using stated and implied details • Summarise using an appropriate amount of detail as evidence • Use evidence to both support and challenge conclusions drawn within and from a text • Identify a point in the text where the author has made a structural choice and consider the reasoning behind it	• Check that the text makes sense to them and discuss their understanding • Use imagination and empathy to explore a text beyond the page • **Answer questions drawing on information from several places in the text** • Predict what may happen using stated and implied details and a wider personal understanding of the world • **Discuss and evaluate how authors use language and the impact on the reader** • Summarise using an appropriate amount of detail as evidence	• Check that the text makes sense to them and discuss their understanding • Use imagination and empathy to explore a text beyond the page • **Answer questions drawing on information from several places in the text** • Predict what may happen using stated and implied details and a wider personal understanding of the world • Summarise using an appropriate amount of detail as evidence • Use evidence to both support and challenge conclusions drawn within and from a text

	• **Discuss and evaluate how authors use language and the impact on the reader** • Recognise that different parts of the text may have different purposes	• Use evidence to both support and challenge conclusions drawn within and from a text • Identify a point in the text where the author has made a structural choice and consider the reasoning behind it • Explain why an author has used figurative language and the effect this has • Comment on a writer's purpose and viewpoint e.g. noting bias	• Explain some choices an author has made in structuring and organising their text • Identify how the choice of language contributes to meaning • Identify, describe and compare writers' themes across a range of texts • Comment on the effect that the reader's or writer's context has on the meaning of texts e.g. historical context, location
Being a Researcher	• Detect bias and distinguish fact from opinion • **Be able to copy, quote and adapt source material**	• Detect bias and distinguish fact from opinion • Search texts (including screen-based texts) for information quickly and efficiently and make choices about the appropriateness of the information • **Be able to copy, quote and adapt source material**	• Detect bias and distinguish fact from opinion • Search texts (including screen-based texts) for information quickly and efficiently and make choices about the appropriateness of the information • **Be able to copy, quote and adapt source material**