

Delves Lane Primary – Y5 Reading Long Term Plan - Reading

Text Type



Range of reading	<ul style="list-style-type: none"> *Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference books or text books *Read books that are structured in different ways and reading for a range of purposes 	Within Guided Reading, Accelerated reading, Literacy, wider curriculum		
	<ul style="list-style-type: none"> Guided Reading – Reading Explorers Accelerated Reading/one to one reading DEAR Talk 4 Writing Home readers 			
Decode Use a range of strategies, including accurate decoding of text, to read for meaning	*apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet	Ongoing through GR lessons		
Skim and scan Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text	<ul style="list-style-type: none"> * checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context *asking questions to improve their understanding *summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas *Retrieve, record and present information from non-fiction text 	<ul style="list-style-type: none"> Going for Gold (reference book) Taekwondo (flyer) Return to Planet Dread (blurb) Space Attack (extract) Volcanoes (web page) Birds of Prey (Wildlife chart) 		
Read between the lines Deduce, infer or interpret information, events or ideas from texts	<ul style="list-style-type: none"> *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 or implied *Distinguish between statements of fact and opinion *Explain and discuss their understanding of what they have read , including through formal presentations debates meaning a focus on the topic and using notes where necessary 	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <ul style="list-style-type: none"> Wolf Man (Legend) Enjoy the Ride (poster) Colour Blind (poem) The Iron man by Ted Hughes Cragworth Cottage (advert) The tale of Two Cooking Pots (African Tale) Txt Talk (mobile messages) Hi Max! (letter) Murder at The Manor (mystery) Houdini Does it Again (report) Tommy's Little Battle part 1 and 2 (poem) </td> <td style="width: 50%; border: none;"> <ul style="list-style-type: none"> Hail Caesar (speech) My English Rose (poem) Teddy's Bear (story) Sweet Dreams (Lullaby) Pieces of Eight (adaptation) The Magpie Girl (moral dilemma) I want my Mummy (Instructions) A Jockey's Life (memory) The North Wind doth Blow (Fable) www.squashedtomato.com (film review) The Quest part 2 (script) Campfire's Burning (setting) </td> </tr> </table>	<ul style="list-style-type: none"> Wolf Man (Legend) Enjoy the Ride (poster) Colour Blind (poem) The Iron man by Ted Hughes Cragworth Cottage (advert) The tale of Two Cooking Pots (African Tale) Txt Talk (mobile messages) Hi Max! (letter) Murder at The Manor (mystery) Houdini Does it Again (report) Tommy's Little Battle part 1 and 2 (poem) 	<ul style="list-style-type: none"> Hail Caesar (speech) My English Rose (poem) Teddy's Bear (story) Sweet Dreams (Lullaby) Pieces of Eight (adaptation) The Magpie Girl (moral dilemma) I want my Mummy (Instructions) A Jockey's Life (memory) The North Wind doth Blow (Fable) www.squashedtomato.com (film review) The Quest part 2 (script) Campfire's Burning (setting)
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Structure Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level	<ul style="list-style-type: none"> *Increasing their familiarity with a wide range of books including myths, legends and traditional stories, modern fiction, fictions from our literacy heritage and books from other cultures and traditions * Identifying a range of themes and conventions in a wide range of book *Identify and discuss themes and conventions in and across a wide range of writing *Provide justification for their views 	<ul style="list-style-type: none"> Ongoing through GR Literacy lessons Wider curriculum lessons Study skills lessons in GR: How to use a Library How to use a contents and Index page How to use a dictionary and thesaurus 		

<p>Language choices Explain and comment on the writers' use of language, including grammatical and literary features at word and sentence level</p>	<p>*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</p>	<p>The Hobbit by John Ronald Reuel Tolkien The Jungle Book by Rudyard Kipling Black Beauty by Anna Sewell The Railway Children by Edith Nesbit Peter Pan by James Matthew Barrie Colonel Frazierly Butterworth Toast by Charles Causley Tarzan of the Apes by Edgar Rice Burroughs Tintin and the Blue Lotus by Herge Henry King by Hilaire Belloc The Arabian Nights by Andrew Lang Tom's Midnight Garden by Phillipa Pearce Twas the Night Before Christmas by Clement Clarke Moore</p>
<p>Authorial Intent Identify and comment on the writers' purposes and viewpoints, and the overall effect</p>	<p>*discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning</p>	<p>Through Literacy lessons and wider curriculum</p>
<p>Text and the World Relate texts to their cultural and historical contexts and literary traditions.</p>	<p>*Participate in discussions about books that are read to them and those they can read themselves, building on their own and others' ideas and challenging views courteously *Making comparisons within and across books</p>	<p>Poems by: Brian Moses Brian Patten TS Eliot Kit Wright</p>
<p>Poetry and Performance</p>	<p>*learn a wider range of poetry by heart *Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that their meaning is clear to an audience</p>	