

Year 5							
Range							
	Supported		Increased independence		Independent		End of year outcomes To
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	achieve the expected standard in year 2, children should have achieved all of the statements below:
	Range: Read books that are structured in specific ways and for a range of purposes Types of books to be read this term: <u>Class reading book:</u> The Wizards of Once (Cressida Cowell)	Range: Read books that are structured in specific ways and for a range of purposes Types of books to be read this term: <u>Class reading book:</u> Tom’s Midnight Garden (Philippa Pearce)	Range: Read books that are structured in specific ways and for a range of purposes Types of books to be read this term: <u>Class reading book:</u> Boy Giant: Son of Gulliver (Michael Morpurgo)	Range: Read books that are structured in specific ways and for a range of purposes Types of books to be read this term: <u>Class reading book:</u> The Diamond of Drury lane (Julia Golding)	Range: Read books that are structured in specific ways and for a range of purposes Types of books to be read this term: <u>Class reading book:</u> Letters from the Lighthouse (Emma Carroll)	Range Read books that are structured in specific ways and for a range of purposes Types of books to be read this term: <u>Class reading book:</u> Aquila (Andrew Norris)	Range * Read books that are structured in specific ways and for a range of purposes for example, comparing different approaches to recipes (formal/informal) autobiographies and biographies (viewpoint)
	Themes: Prejudice, overcoming learned prejudice, friendship, working together, magic, history.	Themes: Friendship, memory, growing up, timeslip, fantasy and dreaming.	Themes: Based on classic tale. Racial prejudice, war, refugees, bravery, fantasy, legends, classic story, determination, caring for others, families, separation.	Themes: Revolutionary thought Class, foundlings, race. London 1790 Theatre Trust, loyalty, friendship	Themes: WW2, Jewish persecution, evacuation from London, growing up, espionage, good v evil, loss of a parent, friendship, uniting against evil, overcoming prejudice.	Themes: Sci-fi Friendship History Difficulty at school Family issues Self-growth/ confidence	
	Discuss their understanding of both texts that they have read independently and those read to them	Discuss their understanding of both texts that they have read independently and those read to them	Discuss their understanding of both texts that they have read independently and those read to them	Discuss their understanding of both texts that they have read independently and those read to them	Discuss their understanding of both texts that they have read independently and those read to them	Discuss their understanding of both texts that they have read independently and those read to them	
	- Assist children to recall, through discussion and modelling, skills developed in y5 to consider the structure and purpose of texts, using PRS to aid this.	- Assist children to recall, through discussion and modelling, skills developed in y5 to consider the structure and purpose of texts, using PRS to aid this.	- With growing independence and using a range of strategies, continue to read books for a range of purposes and with varying structures, using PRS to identify this.	- With growing independence and using a range of strategies, continue to read books for a range of purposes and with varying structures, using PRS to identify this.	- By responding to questions, children show they can independently read books that are structures in specific ways and for a range of purposes	- By responding to questions, children show they understand how books are structured in specific ways and for a range of purposes	Identify the structural conventions of non-fiction in relation to the text type
	Through teacher-led discussion and shared thinking, identify how the structure and presentation of texts contributes to the meaning. Children explore a range of texts with different structures and presentations in shared reading with a teacher.	Through teacher-led discussion and shared thinking, identify how the structure and presentation of texts contributes to the meaning. Children explore a range of texts with different structures and presentations in shared reading with a teacher.	Children are able to identify some structural and presentational features and, with continued support, discuss how they contribute to the meaning of the text. Continue to explore a range of texts with different structures and presentations in shared reading with a teacher.	Children are able to identify some structural and presentational features and, with continued support, discuss how they contribute to the meaning of the text. Continue to explore a range of texts with different structures and presentations in shared reading with a teacher.	Through discussion and questioning, children draw on what they know about a range of different texts to demonstrate that they are able to identify how the structure and presentation of texts contributes to the meaning.	Through discussion and questioning, children draw on what they know about a range of different texts to demonstrate that they are able to identify how the structure and presentation of texts contributes to the meaning.	Identify how the structure and presentation of texts contributes to the meaning e.g. graphic novels; stories told from two viewpoints; the order and presentation of points in an argument
Decoding							
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	End of year outcomes To
	Supported	Supported	Increased independence	Increased independence	Independent	Independent	achieve the expected standard in year 2, children should have achieved all of the statements below:
	Word reading: Through discussion and modelling, including recall of strategies, support children to apply their knowledge of root words, prefixes and suffixes to read aloud, including the y5/6 statutory list and words from the y5 spelling programme.	Word reading: Through discussion and modelling, including recall of strategies, support children to apply their knowledge of root words, prefixes and suffixes to read aloud, including the y5/6 statutory list and words from the y5 spelling programme.	Word reading: With increasing independence, and using appropriate support, children develop their ability to apply their knowledge of root words, prefixes and suffixes to read aloud.	Word reading: With increasing independence, and using appropriate support, children develop their ability to apply their knowledge of root words, prefixes and suffixes to read aloud.	Word reading: Independently demonstrate their ability to apply their knowledge of root words, prefixes and suffixes to read aloud.	Word reading: Independently demonstrate their ability to apply their knowledge of root words, prefixes and suffixes to read aloud.	Word reading: Apply their knowledge of root words, prefixes and suffixes to read aloud with confidence and without undue hesitation e.g. children should be reading fluently and with stamina This is now an automated skill but children should continue to demonstrate application to their new experiences.
Language Comprehension							
	Vocabulary, Inference , Prediction , Explanation , Retrieval , Sequencing -KS1 & Summarising-KS2						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
S	Oral: - Model reciting a range of poems by heart, using intonation, tone and volume to monitor interest of the listener and adapt their recital. Children practise reciting poetry using these elements. - Model reading aloud and performing play scripts. Share	Oral: - Model reciting a range of poems by heart, using intonation, tone and volume to monitor interest of the listener and adapt their recital. Children practise reciting poetry using these elements. - Model reading aloud and performing play scripts. Share	Oral: - Children begin to recite some poetry by heart and continue to practise using intonation, tone and volume to monitor interest of the listener and adapt their recital. - Children practise reading aloud and performing play scripts. They begin to monitor the audience’s interest and	Oral: - Children begin to recite some poetry by heart and continue to practise using intonation, tone and volume to monitor interest of the listener and adapt their recital. - Children practise reading aloud and performing play scripts. They begin to monitor the audience’s interest	Oral: - Children recite poems by heart using intonation, tone and volume to monitor interest of the listener and adapt their recital. - Children read aloud and perform play scripts confidently. They monitor the audience’s interest and use the	Oral: - Children confidently recite a range of poems by heart using intonation, tone and volume to monitor interest of the listener and adapt their recital. - Children read aloud and perform play scripts confidently. They monitor the audience’s interest and use the strategies	Oral: - Recite poems by heart, using intonation, tone and volume to monitor the interest of the listener and adapt their recital e.g. Night Mail (Auden) The Highwayman (Noyes) - Read aloud and perform play scripts, monitoring the audience’s

	thinking about how to monitor the audience's interest and model strategies to change the performance based on the audience's reactions	thinking about how to monitor the audience's interest and model strategies to change the performance based on the audience's reactions	start to change the performance accordingly using different strategies learned with adult guidance	and start to change the performance accordingly using different strategies learned with adult guidance	strategies learned to change their performance accordingly	learned to change their performance accordingly	interest and changing the performance accordingly e.g. consistent use of intonation, pace and action for the characters and type of play
P I	Response: - Through discussion and modelling, assist children to predict what may happen, and develop their ability to use their wider understanding of content and themes. 'He's left out by his friends so he might believe more easily in magic and a friend others can't see.' - Through discussion and modelling, help children to develop their ability to draw inferences from within a text about themes and characters' and authors' viewpoints. - Through discussion and modelling, help children to develop their ability to justify inferences and explain and develop their own views, using a variety of evidence from across the text.	Response: - Through discussion and modelling, assist children to predict what may happen, and develop their ability to use their wider understanding of content and themes. 'He's left out by his friends so he might believe more easily in magic and a friend others can't see.' - Through discussion and modelling, help children to develop their ability to draw inferences from within a text about themes and characters' and authors' viewpoints. - Through discussion and modelling, help children to develop their ability to justify inferences and explain and develop their own views, using a variety of evidence from across the text.	Response: - Use shared thinking to construct a number of predictions based on their current knowledge of the text. Begin to use aids such as sentence starters and working walls, to write predictions about what may happen using their wider understanding of content and themes. - Use shared thinking to draw inferences from within the texts about viewpoints and themes. Become more independent using aids such as the working wall, to develop their ability to draw inferences. - Use shared thinking to explain, develop and justify their own inferences and views across texts. With growing independence and through using aids such as the working wall, children develop their ability to justify inferences and views using a variety of evidence from across the text.	Response: - Use shared thinking to construct a number of predictions based on their current knowledge of the text. Pupils explain the reasoning for their predictions, using their current knowledge of the text. Begin to use aids such as sentence starters and working walls, to write predictions about what may happen using their wider understanding of content and themes. - Use shared thinking to draw inferences from within the texts about viewpoints and themes. Become more independent using aids such as the working wall, to develop their ability to draw inferences. - Use shared thinking to explain, develop and justify their own inferences and views across texts. With growing independence and through using aids such as the working wall, children develop their ability to justify inferences and views using a variety of evidence from across the text.	Response: - Independently, make predictions justifying their reasons, based on their current knowledge of the text, for what they think will happen. Respond to questions to show they are independently able to make predictions about what may happen using their wider understanding of content and themes. - Independently, draw inferences from within texts about different viewpoints and themes and explain their thinking - Independently explain, develop and justify their own inferences and views across texts. Through responding to questioning, children independently demonstrate their ability to justify inferences and views using a variety of evidence from across the text.	Response: - Independently, make predictions justifying their reasons, based on their current knowledge of the text, for what they think will happen. Respond to questions to show they are independently able to make predictions about what may happen using their wider understanding of content and themes. - Independently, draw inferences from within texts about different viewpoints and themes and explain their thinking - Independently explain, develop and justify their own inferences and views across texts. Through responding to questioning, children independently demonstrate their ability to justify inferences and views using a variety of evidence from across the text.	Response: - Predict what may happen, based on their wider understanding of content and themes- 'they might be trying to escape because the war was starting.' - Draw inferences from within the texts about themes and characters' and authors' viewpoints- 'Sid and Khal both wanted to make things better for others and the authors both wanted to show that this isn't always straightforward.' - Justify inferences and views, with a variety of references from across the text and explain and develop their own views with a variety of evidence from across the text.
E	Response: Main author- Cressida Cowell - Through teacher-led modelling and discussions, identify an author's treatment of the same theme across one or several of their texts, gathering evidence and explaining thinking - Teacher shares thinking about what they need to find out in order to clarify their understanding of texts. Then models using questioning to improve their wider understanding of a topic or theme. - Teacher models how to explain and develop their view of a text using evidence to explain their thinking. Listen to others and, with support, build on what has been said	Response: Main author- Philippa Pearce - Through teacher-led modelling and discussions, identify an author's treatment of the same theme across one or several of their texts, gathering evidence and explaining thinking - Teacher shares thinking about what they need to find out in order to clarify their understanding of texts. Then models using questioning to improve their wider understanding of a topic or theme. - Teacher models how to explain and develop their view of a text using evidence to explain their thinking. Listen to others and, with support, build on what has been said	Response: Main author- Michael Morpurgo - Use shared thinking to identify an author's treatment of the same theme across one or several texts. through teacher-led discussions and questioning, explain thinking about themes in the text - Through teacher- led discussions and questioning children begin to develop the ability to question texts to improve their wider understanding of a text, topic or theme - Children begin to explain and develop their own views, providing some evidence to explain their thinking. Listen to others' views and build on these to help develop and explain their own	Response: Main author- Julia Golding - Use shared thinking to identify an author's treatment of the same theme across one or several texts. Through teacher-led discussions and questioning, explain thinking about themes in the text - Through teacher- led discussions and questioning children begin to develop the ability to question texts to improve their wider understanding of a text, topic or theme - Children begin to explain and develop their own views, providing some evidence to explain their thinking. Listen to others' views and build on these to help develop and explain their own	Response: Main author- Emma Carroll - Independently, identify an author's treatment of the same theme across one or several of their texts. Demonstrate a secure understanding by answering questions and explaining thinking. - Children question texts to improve their wider understanding of a text or theme, identifying what they need to clarify in order to do this - Children explain and develop their own views and build effectively on those of others.	Response: Main author- Andrew Norris- not much else written- compare themes with other sci-fi experiences? - Identify an author's treatment of the same theme across one or several of their texts. Demonstrate a secure understanding by answering questions and explaining thinking. - Children question texts to improve their wider understanding of a text or theme, identifying what they need to clarify in order to do this - Children explain and develop their own views and build effectively on those of others.	Response: - Identify an author's treatment of the same theme across one or several of their texts e.g. how does JG show friendship-what is PP's attitude to war- extension-how does this compare to another author we know? - Questions texts to improve their wider understanding of a text, topic or theme e.g. Why does Michael become friends with Kensuke (Kensuke's Kingdom) What was it like to be a child in Victorian times? Why has the author used lots of short sentences? - Explain and develop their own views and build effectively on those of others
V	Grammar and vocabulary: - Teachers explore the meaning of words drawing on the context and their knowledge etymology. Pupils practise this skill through shared exploration with the teacher. They use dictionaries and thesauruses to check their ideas in independent work. - Orally and in writing, teachers model evaluating how authors use language to impact the reader. There is a focus on.... 1. repetition for effect 2. metaphor and simile 3. use of synonyms Pupils discuss the impact on them as readers. Pupils begin to imitate these techniques in their own writing.	Grammar and vocabulary: - Teachers explore the meaning of words drawing on the context and their knowledge etymology. Pupils practise this skill through shared exploration with the teacher. They use dictionaries and thesauruses to check their ideas in independent work. - Orally and in writing, teachers model evaluating how authors use language to impact the reader. There is a focus on.... 1. repetition for effect 2. metaphor and simile 3. use of synonyms Pupils discuss the impact on them as readers. Pupils begin to imitate these techniques in their own writing.	Grammar and vocabulary: - Teachers regularly explore the meaning of words drawing on the context and their knowledge etymology. Pupils practise this skill through shared exploration with the teacher and other pupils. Pupils start to use their existing knowledge of language to predict meanings. They use dictionaries and thesauruses to check their ideas. - Orally and in writing, teachers continue to model evaluating how authors use language to impact the reader. There is a focus on.... 1. precise vocabulary choices 2. synonyms and antonyms 3. use of speech Pupils continue to discuss the impact on them as readers. Pupils imitate these techniques in their own writing.	Grammar and vocabulary: - Teachers regularly explore the meaning of words drawing on the context and their knowledge etymology. Pupils practise this skill through shared exploration with the teacher and other pupils. Pupils start to use their existing knowledge of language to predict meanings. They use dictionaries and thesauruses to check their ideas. - Orally and in writing, teachers continue to model evaluating how authors use language to impact the reader. There is a focus on.... 1. precise vocabulary choices 2. synonyms and antonyms 3. use of speech Pupils continue to discuss the impact on them as readers. Pupils imitate these techniques in their own writing.	Grammar and vocabulary: - Through discussion and responding to questions, children demonstrate independence when exploring the meaning of words in a wide variety of contexts. Show curiosity in etymology and apply previously learnt knowledge when finding the meaning of newly encountered word. - Orally and in writing, pupils independently practice identifying and using language designed to have an impact on the reader. They use success criteria and/or previously modelled work to check and improve their work.	Grammar and vocabulary: - Through discussion and responding to questions, children demonstrate independence when exploring the meaning of words in a wide variety of contexts. Show curiosity in etymology and apply previously learnt knowledge when finding the meaning of newly encountered word - Orally and in writing, pupils independently practice identifying and using language designed to have an impact on the reader They use success criteria and/or previously modelled work to check and improve their work.	Grammar and vocabulary: - Explore the meaning of words in a given context within both fiction and non-fiction, e.g 'flexible' means rubber is a bendy material - Evaluate how authors use language to impact the reader- -repetition for effect -metaphor and simile -Use of synonyms then synonyms <u>and</u> antonyms -use of speech - precise vocabulary choices

S R	Organisation: - Orally and in writing, teachers use modelling and shared modelling to summarise ideas events and information across a range of texts. Pupils imitate the teacher’s modelling. - Explain their thinking Orally and in writing, teachers model their thinking and reasoning making reference to the text (quoting). Pupils practise this through shared modelling and imitate it in their independent work. - Teachers model and articulate how to skim and scan.- The teacher finds frequent opportunities to locate information efficiently across a range of sources. The teacher models notetaking. Pupils practice these skill using similar themes as the teacher. - Teachers include in their modelling how to distinguishing between fact and opinion across a range of texts. The teacher articulates their reasoning. Pupils practise this through shared modelling and using this skill for similar examples.	Organisation: - Orally and in writing, teachers use modelling and shared modelling to summarise ideas events and information across a range of texts. Pupils imitate the teacher’s modelling. - Explain their thinking orally and in writing, teachers model their thinking and reasoning making reference to the text (quoting). Pupils practise this through shared modelling and imitate it in their independent work. - Teachers model and articulate how to skim and scan. The teacher finds frequent opportunities for skimming and scanning to locate information efficiently across a range of sources. The teacher models notetaking. Pupils practice these skill using similar themes as the teacher. - Teachers include in their modelling how to distinguishing between fact and opinion across a range of texts. The teacher articulates their reasoning. Pupils practise this through shared modelling and using this skill for similar examples.	Organisation: - Orally and in writing, use shared modelling to summarise ideas, events and information in a range of texts, using a range of strategies to support developing independence. Pupils use the shared modelling (working wall) as a guide to summarising similar texts - Explain their thinking orally and in writing, teachers continuino to model their thinking and reasoning making reference to the text (quoting). Pupils practise this through shared modelling and apply these skills in new sections of the text. - Teachers continues to model and articulate how to skim and scan. The teacher finds frequent opportunities for skimming and scanning to locate information efficiently across a range of sources. The teacher models notetaking. Pupils practice these skill, including notetaking, using new themes that are different from the ones used by the teacher. - Teachers model and articulate how to distinguishing between fact and opinion across a range of texts. Pupils practise this through shared modelling and apply these skills in to new texts.	Organisation: - Orally and in writing, use shared modelling to summarise ideas, events and information in a range of texts, using a range of strategies to support developing independence. Pupils use the shared modelling (working wall) as a guide to summarising similar texts - Explain their thinking Orally and in writing, teachers model their thinking and reasoning making reference to the text (quoting). Pupils practise this through shared modelling and apply these skills in to new sections of the text. - Teachers continues to model and articulate how to skim and scan. The teacher finds frequent opportunities for skimming and scanning to locate information efficiently across a range of sources. The teacher models notetaking. Pupils practice these skill, including notetaking, using new themes that are different from the ones used by the teacher. - Teachers model and articulate how to distinguishing between fact and opinion across a range of texts. Pupils practise this through shared modelling and apply these skills in to new texts.	Organisation: - Orally and in writing, pupils independently practice summarising ideas, events and information. They use success criteria and previously modelled work to check and improve their work. - Explain their thinking orally and in writing, pupils independently practice explaining thinking and reasoning making reference to the text (quoting). They use success criteria and/or previously modelled work to check and improve their work - The teacher finds frequent opportunities for pupils to skim and scan to locate information efficiently across a range of sources. Pupils practice these skills, including notetaking, independently. - Teachers model and articulate skimming and scanning to locate information. The teacher models notetaking. Pupils use this modelling and success criteria to check and improve their own work. - Orally and in writing, pupils independently practise how to distinguishing between fact and opinion across a range of texts. They use success criteria and/or previously modelled work to check that their reasoning is correct. They improve their work if necessary.	Organisation: - Orally and in writing, pupils independently practice summarising ideas, events and information. They use success criteria and previously modelled work to check and improve their work. - Orally and in writing, pupils independently practice explaining thinking and reasoning making reference to the text (quoting). They use success criteria and/or previously modelled work to check and improve their work. . The teacher finds frequent opportunities for pupils to skim and scan to locate information efficiently across a range of sources. Pupils practice these skills, including notetaking, independently. - Teachers model and articulate skimming and scanning to locate information. The teacher models notetaking. Pupils use this modelling and success criteria to check and improve their own work. - Orally and in writing, pupils independently practise how to distinguishing between fact and opinion across a range of texts. They use success criteria and/or previously modelled work to check that their reasoning is correct. They improve their work if necessary.	Organisation - Summarise ideas, events and information from the text as a whole e.g. the author’s viewpoint about a single issue - Explain their thinking through making reference to key details e.g. quoting from the text - Use skimming and scanning to locate information efficiently across a range of sources. - Distinguish between fact and opinion
	Research - Gather information by making notes from several sources. - Teachers model and articulate how to devise key questions and identify themes to research. - Teacher models how to disregard irrelevant information when notetaking. Pupils practice these skills through shared reading and shared construction of notes with the teacher. - Teacher models making notes, sharing their thinking about why they have used different techniques in their notetaking. Pupils practise these techniques through shared reading and construction of notes with a teacher. - Teacher models how to use notes to support presentation and debates, sharing thinking about how to organise/ record key information to support this	Research - Gather information by making notes from several sources. - Teachers model and articulate how to devise key questions and identify themes to research. - Teacher models how to disregard irrelevant information when notetaking. 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Pupils continue to practise these skills with the teacher, becoming more confident identifying irrelevant information and gathering key information for their own notes. - Children continue to explore using the different techniques, modelled by the teacher, to make notes. They begin to use their own techniques, with the continued support of the teacher. - With continued modelling and support from the teacher, children practise using their notes to support presentation and debates. They explore ways to organise/ record the key information to support them with this	Research - Gather information by making notes from several sources. - Teachers continue to model and articulate how to devise key questions and identify themes to research. Through shared thinking and discussion, children begin to devise their own key questions and identify themes to research. - Teacher continues to model how to refine notes by disregarding irrelevant information. 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They improve their notes if necessary so that they have the information to write in the genre - Children continue to explore and independently use their own techniques to make notes - Children are able to use notes to support presentation and debate, organising key information effectively to support them with this	Research - Gather information by making notes from several sources. - Children independently devise key questions and identify themes to research. - Orally and in writing, children independently refine notes by disregarding irrelevant information from a range of sources They use success criteria to check that the range of information gathered will provide sufficient knowledge to support their writing. They improve their notes if necessary so that they have the information to write in the genre. - Children continue to explore and independently use their own techniques to make notes - Children are able to use notes to support presentation and debate, organising key information effectively to support them with this	Research - Make notes from several sources to gather information - Independently devise key questions and identify themes to research e.g. pollution, recycling - Refine notes by disregarding irrelevant information e.g. when researching penguins in Antarctica, disregarding info about polar expeditions to Antarctica - Explore and use their own techniques to make notes - use notes to support presentation and debates