



Ready,  
Respectful,  
Safe

## Reading Overview – Year 5

### Cathcart Street Primary School 2023-2024

	Autumn	Spring	Summer
S2R Unit	<b>Unit B:</b> The Stormkeeper's Island; The Nowhere Emporium; Sky Song; Wonderland – Alice in Poetry <b>Unit A:</b> A poem for Every Night of the Year; The War of the Worlds; The Infinite Lives of Maisie Day; Eyewitness - Planets	<b>Unit C:</b> Street Child; A Christmas Carol; How they made things work in the Age of Industry; Eyewitness – Victorians. <b>Unit D:</b> Outlaw; How the Whale Became; The Lady of Shalott; The Highwayman; Between Worlds.	<b>Unit E:</b> My Side of the Mountain; Eyewitness – Amazon; North America; My Name is River <b>Unit F:</b> Kick; Journey to Jo'burg; Orange is No Man's Land; Wicked World.
	Year 5: NC Objectives	Year 5: NC Objectives	Year 5: NC Objectives
Reading Skills	<ul style="list-style-type: none"> <li>Recognise many Year 5&amp;6 Word List words with automaticity</li> <li>Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences</li> <li>Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning</li> <li>Scan to find specific details using graphic and textual organisers, e.g. sub-headings, diagrams etc</li> <li>Use information on-screen and on paper</li> <li>Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences</li> <li>Connecting prior knowledge and textual information to make inferences and predictions</li> <li>Read closely, annotating for specific purposes</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and read most Year 5&amp;6 Word List words with automaticity</li> <li>Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases</li> <li>Identify features of texts, e.g. introduction to topic, sequence, illustrations, formality through language choices</li> <li>Finding the main idea of a text</li> <li>Use information on-screen and on paper</li> <li>Read closely, annotating for specific purposes</li> <li>Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences</li> <li>Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and read all Year 5&amp;6 Word List words with automaticity</li> <li>Identify features of texts, e.g. introduction to topic, sequence, illustrations, degree of formality</li> <li>Use information on-screen and on paper</li> <li>Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases</li> <li>Read closely, annotating for specific purposes</li> <li>Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences</li> <li>Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning</li> </ul>
Word Read	<ul style="list-style-type: none"> <li>Can use punctuation to determine intonation and expression when reading aloud to a range of audiences.</li> <li>Can skim and scan non-fiction and fiction texts at speed for research/ to answer questions.</li> </ul>	<ul style="list-style-type: none"> <li>Can work out the meaning of unknown words from the way they are used in context.</li> </ul>	<ul style="list-style-type: none"> <li>Can read and understand all of the Y5 Common Exception Words confidently.</li> </ul>

Comprehension	<ul style="list-style-type: none"> <li>• Read books that are structured in different ways and read for a range of purposes</li> <li>• Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• Identify how language, structure and presentation contribute to meaning</li> <li>• Retrieve, record and present some information from fiction and non-fiction</li> <li>• Distinguishing between statements of fact and opinion</li> <li>• Increase their familiarity with a wide range of books, including modern fiction</li> <li>• Make comparisons within and across books e.g. plot, genre and theme</li> <li>• Predict what might happen from details stated and implied</li> <li>• Participate in discussions about books that are read to them and those they can read for themselves</li> <li>• Ask questions to improve their understanding</li> <li>• Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul>	<ul style="list-style-type: none"> <li>• Make comparisons within and across books e.g. plot, genre and theme</li> <li>• 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 some views</li> <li>• With support, locate relevant information in a text, summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas</li> <li>• Identify how language, structure and presentation contribute to meaning</li> <li>• With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• Increase their familiarity with a wide range of books, including myths and legends</li> <li>• Identify and discuss themes and conventions in and across a wide range of writing</li> <li>• Provide reasoned justifications for their views</li> <li>• Prepare plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul>	<ul style="list-style-type: none"> <li>• Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> <li>• Identify and discuss themes and conventions in and across a wide range of writing</li> <li>• Identify how language, structure and presentation contribute to meaning</li> <li>• Identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author's language to create mood and build tension and the impact on the reader</li> <li>• Provide reasoned justifications for their views</li> <li>• Increase their familiarity with a wide range of books, including books from other cultures and traditions</li> <li>• Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul>
Vocab	figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style, effect, compare		
CEW	accompany according achieve amateur ancient apparent occur variety muscle attached available average bargain bruise category soldier suggest yacht	cemetery committee embarrass community competition queue stomach system temperature dictionary environment communicate equipped/ment especially excellent existence develop thorough	correspond criticise (critic + ise) curiosity definite desperate determined disastrous interrupt forty shoulder recognize relevant restaurant rhyme rhythm sacrifice frequently harass familiar occupy