

English Reading Curriculum Map for Year 5+6

Updated 19.4.22

Cycle A	Autumn Term Theme: The Ancient Greeks	Spring Term Theme: Climate Zones	Summer Term Theme: Islands and Coasts
Focus Whole Class Teaching Texts	-Greek Mythology Collection -Kathleen Johnson: A Life Story- L Rasheed	A Monster Calls - P Ness	-Holes-L Sachar Collections of Poetry
Cycle B	Autumn Term Theme: Britain since 1900	Spring Term Theme: UK + Local Geography	Summer Term Theme: The Mayans
Focus Whole Class Teaching Texts	-War of the Worlds (abridged version) -BHM text	Exodus-J Bertagna	A Midsummer Night's Dream- W Shakespeare (abridged version) -Collections of Poetry
<u>Milestones/ End Points to be reached by the end of each term...pupils will be able to:</u>			
Decoding/ Word Reading	- to work out any unfamiliar words by applying their growing knowledge of root prefixes and suffixes along with morphology and etymology. -to read a wide range of exception words, including sight-reading all Y3-4 exception words and most of the Y5-6 list and similar words which occur in the texts they read -Attention is paid to new vocabulary, both its meaning and correct pronunciation. - read silently and then discuss what they have read		
	-to notice and respond to punctuation, including more sophisticated punctuation (eg, parentheses) and phrasing when reading aloud and how to gain, maintain and monitor the interest of the listener	- Expected to read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity	- are supported to read aloud and perform poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to the audience
Literal Understanding + Retrieval	*Children can: -discuss their understanding and explore the meaning of words in context -ask questions which develop their understanding -retrieve key details and begin to find quotations from a whole text - understand some challenging vocabulary and its meaning within context, sometimes supported by using a dictionary or thesaurus.	-During text-discussion, children can maintain focus on the subject, using notes when necessary -independently locate information and provide reasoned justifications for their views - retrieve and summarise details to support opinions and predictions; - routinely find accurate quotations from a whole text; - start to seek meaning of challenging vocabulary and its meaning within context, usually supported by using a dictionary or thesaurus.	-to locate the author or poet's viewpoint, either where it is explicitly stated, or when it can be retrieved through using similar words and phrases - using skimming, scanning and text-marking to support answers to questions which require analysis e.g. of mood /setting /characters and to support own viewpoint. - by routinely using a dictionary or thesaurus, discern the meaning of challenging vocabulary and its meaning within context
Inferential Reading Skills	-make predictions from implied details, both before and after events - summarise main ideas - discuss and explore the precise meaning of words and phrases in context -identify and discuss themes across a range of texts	-draw inferences independently, often justifying with textual evidence - make comparisons within and across texts, referring to both reference points - summarise main ideas across whole text, note developments e.g. of a character or relationship	- identify and discuss themes across a wide range of texts, both fiction, non-narrative and poetry - make comparisons within and across texts, using evaluative skills - With confidence, fluency and independence, children

		- make reasoned predictions from implied details, especially with character actions and decisions	-draw hidden inferences, justifying with textual evidence, including quotations which illustrate
Response to text	- Children extend their familiarity with texts to include <i>modern fiction, fiction from our literary heritage, and books from other cultures</i>		
	<ul style="list-style-type: none"> - during discussion, build on their own and others' ideas - during supported discussion, make comparisons within and across texts -with guidance, distinguish between <i>fact and opinion</i> - develop positive attitudes to reading texts structured in different ways for a range of purposes - begin to understand <i>figurative language e.g. metaphor, personification</i> 	<ul style="list-style-type: none"> - discuss and evaluate how authors use language, considering the <i>impact on the reader</i> - explain and discuss their understanding of what they have read, expressing their point of view -<i>provide reasoned justification for views</i> - begin to identify <i>figurative language in texts</i>. 	<ul style="list-style-type: none"> - maintain positive attitudes to reading texts structured in different ways for a range of purposes - participate in discussion about books that are read to them and those they read independently, building on their own and others' ideas and <i>challenging others' views courteously</i> - discuss and evaluate how authors use language, <i>talking readily about the effect of words and phrases on the reader;</i> - identify and talk about figurative language and its impact when discussing texts - distinguish between fact and opinion
NC for English: Reading	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; Making comparisons within and across books; Modern fiction, fiction from our literary heritage, and books from other cultures and traditions; Identifying and discussing themes and conventions in and across a wide range of writing; 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; Predicting what might happen from details stated and implied; 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; Recommending books that they have read to their peers, giving reasons for their choices; Participate in discussions about books, 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 and provide reasoned justifications for their views.		