

SEQUENTIAL READING CURRICULUM

End points which show progression of knowledge, understanding and skills in Reading at an age appropriate level

Year Group: 5

	T1	T2	T3	T4	T5	T6
Key TEXTS: *subject to change	Skellig – David Almond	When the Stars were Scattered – Victoria Jamieson and Omar Mohammed	Moondial – Helen Cresswell	Bleak House – Charles Dickens	Dragon Rider – Cornelia Funke	Goodnight Mr Tom – Michelle Magorian
	Focus Poet for year group: Marilyn Singer					
Decode / word-reading:	No direct teaching of word-reading skills is required for most children. They work out any unfamiliar words by applying their growing knowledge of root prefixes and suffixes (morphology and etymology). They read some of the exception words (Y5-6 list and similar). Attention is paid to new vocabulary, both its meaning and correct pronunciation.					
Comprehend, locate and retrieve: vocabulary characters settings events information justify using text	Discuss their understanding of a text and ask questions as an aid to retrieve information. Understand and discuss different viewpoints. Discuss challenging vocabulary and its meaning.	Discuss their understanding of a text and ask questions as an aid to retrieve information while exploring the meaning of words in context. Understand and discuss different author/poet viewpoints. Discuss challenging vocabulary and its meaning within context.	Discuss their understanding of a text and ask questions as an aid to retrieve information while exploring the meaning of words in context. Locate explicit vocabulary which suggests different author/poet viewpoints. Discuss challenging vocabulary and its meaning within context, choosing when to use a dictionary or	Discuss their understanding of a text, retrieve key details and begin to find quotations from a whole text. Locate explicit vocabulary which suggests different author/poet viewpoints and begin to identify when it can be retrieved through using similar words and phrases. Discuss challenging vocabulary and its meaning within context, choosing when to use a	Discuss their understanding of a text, retrieve key details and develop the ability to find quotations from a whole text. Locate explicit vocabulary which suggests different author/poet viewpoints and practise identifying when it can be retrieved through using similar words and phrases. Discuss challenging vocabulary and its meaning within	Discuss their understanding of a text, retrieve key details and develop the ability to find quotations from a whole text. Locate explicit vocabulary which suggests different author/poet viewpoints and practise identifying when it can be retrieved through using similar words and phrases. Discuss challenging vocabulary and its meaning within

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			thesaurus for support.	dictionary or thesaurus for support.	context, choosing when to use a dictionary or thesaurus for support.	context, choosing when to use a dictionary or thesaurus for support.
<p>Inferential understanding: prediction sequencing events summary use of dictionary nuanced vocabulary</p>	<p>Draw inferences independently beginning to justify with contextual evidence.</p> <p>Through discussion, make predictions from implied details.</p> <p>Lead by a teacher, begin to show an understanding of themes across a range of texts and compare.</p>	<p>Draw inferences independently sometimes justifying with contextual evidence.</p> <p>Make predictions from implied details.</p> <p>Lead by a teacher, contribute to class discussion about themes across a range of texts and compare.</p>	<p>Draw inferences independently often justifying with contextual evidence.</p> <p>Make predictions from implied details.</p> <p>Begin to share and compare ideas about themes across a range of texts and begin to summarise main ideas.</p>	<p>Draw inferences independently often justifying with contextual evidence.</p> <p>Make predictions from implied details both before and after events.</p> <p>Share and compare ideas about themes across a range of texts and practise summarising main ideas.</p>	<p>Draw inferences independently often justifying with contextual evidence.</p> <p>Make predictions from implied details both before and after events.</p> <p>Share and compare ideas about themes across a range of texts and practise summarising main ideas.</p>	<p>Draw inferences independently often justifying with contextual evidence.</p> <p>Make predictions from implied details both before and after events.</p> <p>Confidently, share and compare ideas about themes across a range of texts and practise summarising main ideas.</p>
<p>Respond to text:</p> <p>Children extend their familiarity with texts to include modern fiction, fiction from our literary heritage and books from other cultures.</p>	<p>During supported discussion, make comparisons within and across texts and with guidance begin to distinguish between fact and opinion.</p> <p>With support, discuss and evaluate how authors use</p>	<p>During supported discussion, make comparisons within and across texts and with guidance begin to distinguish between fact and opinion.</p> <p>With growing independence, discuss and evaluate</p>	<p>During supported discussion, make comparisons within and across texts and with guidance practise distinguishing between fact and opinion.</p> <p>Discuss and evaluate how authors use language, considering</p>	<p>During supported discussion, make comparisons within and across texts and with guidance practise distinguishing between fact and opinion.</p> <p>Discuss and evaluate how authors use language, considering</p>	<p>During supported discussion, make comparisons within and across texts and with guidance develop ability to distinguish between fact and opinion.</p> <p>Discuss and evaluate how authors use language, considering</p>	<p>During supported discussion, make comparisons within and across texts and with guidance develop ability to distinguish between fact and opinion.</p> <p>Discuss and evaluate how authors use language, considering</p>

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	language, considering the impact on the reader (for example: metaphor and personification).	how authors use language, considering the impact on the reader (for example: metaphor and personification).	the impact on the reader (for example: metaphor and personification). Begin formulate ideas into written form.	the impact on the reader (for example: metaphor and personification). Begin formulate ideas into written form.	the impact on the reader (for example: metaphor and personification). Practise formulating ideas into written form.	the impact on the reader (for example: metaphor and personification). Perfect formulating ideas into written form.
Fluency and phrasing: reading at 90% accuracy without overt segmenting and blending automaticity phrasing appropriate to meaning	<p>Read aloud a wider range of age-appropriate poetry and other texts with accuracy and at a reasonable speaking pace; read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity; prepare readings using appropriate intonation to show their understanding; notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly; read silently and then discuss what they have read; sight-read all Y3-4 exception words and some Y5-6 words (and similar) with automaticity.</p> <p>By the end of the year, children should be reading 150 words per minute.</p>					