
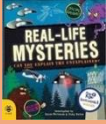

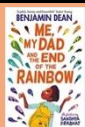





Year 5			
Theme/Term	Autumn		
Literary Leaf Text	 <i>Sir Gawain and the Green Knight</i> Michael Morpurgo	 <i>Real-life Mysteries</i> Susan Martineau and Vicky Barker	 <i>The Good Thieves</i> Katherine Rundell
Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by:	<ul style="list-style-type: none"><li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li><li>• increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li><li>• making comparisons within and across books</li></ul>	<ul style="list-style-type: none"><li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li><li>• reading books that are structured in different ways and reading for a range of purposes</li><li>• identifying and discussing themes and conventions in and across a wide range of writing</li><li>• making comparisons within and across books</li></ul>	<ul style="list-style-type: none"><li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li><li>• reading books that are structured in different ways and reading for a range of purposes</li><li>• increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li><li>• making comparisons within and across books</li></ul>
Understand what they read by:	<ul style="list-style-type: none"><li>• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li><li>• asking questions to improve their understanding</li><li>• drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li><li>• predicting what might happen from details stated and implied</li><li>• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li><li>• identifying how language, structure and presentation contribute to meaning</li><li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li><li>• Distinguish between statements of fact and opinion</li><li>• Retrieve, record and present information from non-fiction</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 views courteously</li><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>• Provide reasoned justifications for their views</li></ul>	<ul style="list-style-type: none"><li>• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li><li>• asking questions to improve their understanding</li><li>• drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li><li>• predicting what might happen from details stated and implied</li><li>• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li><li>• identifying how language, structure and presentation contribute to meaning</li><li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li><li>• Distinguish between statements of fact and opinion</li><li>• Retrieve, record and present information from non-fiction</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 views courteously</li><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>• Provide reasoned justifications for their views</li></ul>	<ul style="list-style-type: none"><li>• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li><li>• asking questions to improve their understanding</li><li>• drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li><li>• predicting what might happen from details stated and implied</li><li>• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li><li>• identifying how language, structure and presentation contribute to meaning</li><li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li><li>• Distinguish between statements of fact and opinion</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 views courteously</li><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>• Provide reasoned justifications for their views</li></ul>



Theme/Term	Spring		
Literary Leaf Text	 <i>Me, My Dad and the End of the Rainbow</i> Benjamin Dean	 <i>When the Stars Come Out</i> Nicola Edwards	 <i>Who Let the Gods Out</i> Maz Evans
Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by:	<ul style="list-style-type: none"><li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li><li>• making comparisons within and across books</li></ul>	<ul style="list-style-type: none"><li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li><li>• reading books that are structured in different ways and reading for a range of purposes</li><li>• making comparisons within and across books</li></ul>	<ul style="list-style-type: none"><li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li><li>• reading books that are structured in different ways and reading for a range of purposes</li><li>• increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li><li>• recommending books that they have read to their peers, giving reasons for their choices</li><li>• making comparisons within and across books</li></ul>
Understand what they read by:	<ul style="list-style-type: none"><li>• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li><li>• asking questions to improve their understanding</li><li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li><li>• predicting what might happen from details stated and implied</li><li>• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li><li>• identifying how language, structure and presentation contribute to meaning</li><li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</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 views courteously</li><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>• Provide reasoned justifications for their views</li></ul>	<ul style="list-style-type: none"><li>• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li><li>• asking questions to improve their understanding</li><li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li><li>• predicting what might happen from details stated and implied</li><li>• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li><li>• identifying how language, structure and presentation contribute to meaning</li><li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li><li>• Retrieve, record and present information from non-fiction</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 views courteously</li><li>• Provide reasoned justifications for their views</li></ul>	<ul style="list-style-type: none"><li>• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li><li>• asking questions to improve their understanding</li><li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li><li>• predicting what might happen from details stated and implied</li><li>• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li><li>• identifying how language, structure and presentation contribute to meaning</li><li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</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 views courteously</li><li>• Provide reasoned justifications for their views</li></ul>



Theme/Term	Summer		
Literary Leaf Text		 <i>Poems from the Second World War</i> Gaby Morgan	 <i>Cosmic</i> Frank Cottrell Boyce
Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by:	<ul style="list-style-type: none"><li>• Provide reasoned justifications for their views</li><li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li><li>• predicting what might happen from details stated and implied</li><li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li><li>• Distinguish between statements of fact and opinion</li></ul>	<ul style="list-style-type: none"><li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li><li>• making comparisons within and across books</li><li>• learning a wider range of poetry by heart</li><li>• preparing poems and 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>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li><li>• increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li><li>• identifying and discussing themes and conventions in and across a wide range of writing</li><li>• making comparisons within and across books</li></ul>
Understand what they read by:	<ul style="list-style-type: none"><li>• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li><li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li><li>• predicting what might happen from details stated and implied</li><li>• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li><li>• identifying how language, structure and presentation contribute to meaning</li><li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</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 views courteously</li><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>• Provide reasoned justifications for their views</li></ul>	<ul style="list-style-type: none"><li>• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li><li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li><li>• predicting what might happen from details stated and implied</li><li>• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li><li>• identifying how language, structure and presentation contribute to meaning</li><li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li><li>• Distinguish between statements of fact and opinion</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 views courteously</li><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>• Provide reasoned justifications for their views</li></ul>	<ul style="list-style-type: none"><li>• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li><li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li><li>• predicting what might happen from details stated and implied</li><li>• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li><li>• identifying how language, structure and presentation contribute to meaning</li><li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</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 views courteously</li><li>• Explain and discuss their understanding of what they have read</li><li>• Provide reasoned justifications for their views</li></ul>

