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		Year 5			
Theme/Term		Autumn			
Literary Leaf Text	Sir Gawain and the Green Knight Michael Morpurgo	Real-life Mysteries Susan Martineau and Vicky Barker	The Good Th Katherine Ru		
Pupils should be taught to maintain positive attitudes to reading and understandi ng of what they read by:	<ul> <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 mour literary heritage, and books from other cultures and traditions</li> <li>making comparisons within and across books</li> </ul>	<ul> <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> <li>continuing to read a poetry, plays, non-fict</li> <li>reading books that or range of purposes</li> <li>increasing their fam legends and tradition heritage, and books fr</li> <li>making comparison</li> </ul>		
Understand what they read by:	<ul> <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> <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> <li>checking that the book and exploring the mean</li> <li>asking questions to im</li> <li>drawing inferences suc from their actions, and ju</li> <li>predicting what might</li> <li>summarising the main key details that support</li> <li>identifying how languates</li> <li>Discuss and evaluates</li> <li>considering the impact</li> <li>Distinguish between st</li> <li>Participate in discussion can read for themselves views courteously</li> <li>Explain and discuss the through formal presentor using notes where neces</li> <li>Provide reasoned justif</li> </ul>		



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Theme/Term	Spring				
Literary Leaf Text	Me, My Dad and the End of the Rainbow Benjamin Dean	When the Stars Come Out Nicola Edwards	Who Let the Maz Evans		
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Theme/Term	Summer					
Literary Leaf Text	The Primary Shakespeare Company	Poems from the Second World War Gaby Morgan	Cosmic Fra			
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Understand what they read by:	<ul> <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> <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> <li>checking that the boo and exploring the mear</li> <li>drawing inferences su from their actions, and</li> <li>predicting what might</li> <li>summarising the main key details that support</li> <li>identifying how languate</li> <li>Discuss and evaluate</li> <li>considering the impact</li> <li>Participate in discussion</li> <li>can read for themselve</li> <li>views courteously</li> <li>Explain and discuss th</li> <li>Provide reasoned justion</li> </ul>			



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