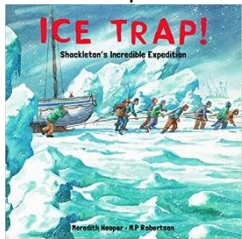
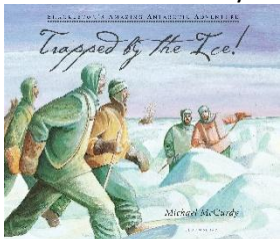
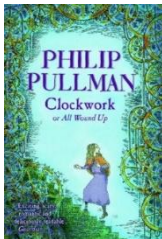
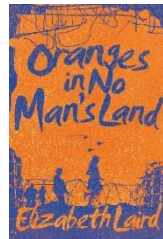




St Swithun Wells Catholic Primary School – Reading Overview Year 5

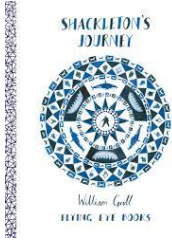
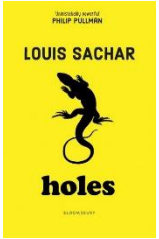
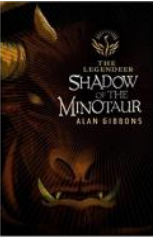
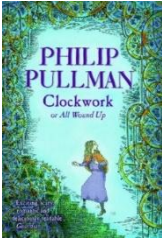


Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
Text: Ice Trap – Meredith Hooper  Reading Domains: Predict what might happen from details stated and implied (Inference). Make comparisons within and across books (Themes and Conventions). Identify how language, structure and presentation contribute to meaning (Language for Effect). Make simple links between texts, their audience, purpose, time and culture, drawing on a good knowledge of authors (Themes and Conventions).	Text: Trapped by the Ice – Michael McCurdy  Reading Domains: Skim and scan efficiently for vocabulary, key ideas and facts on both the printed page and screen (Select and Retrieve). Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context (Clarify). 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 (Respond and Explain).	Text: Shadow of the Minotaur – Alan Gibbons  Reading Domains: Identify and discuss themes and conventions in a wide range of writing e.g. 'heroism' or 'loss' (Themes and Conventions). Predict what might happen from details stated and implied (Inference). Make links between the authors' use of language and the inferences drawn (Inference). Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context (Clarify).	Text: Clockwork – Philip Pullman  Reading Domains: Predict what might happen from details stated and implied (Inference). Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (Inference). Identify and discuss themes and conventions in a wide range of writing e.g. 'heroism' or 'loss' (Themes and Conventions). Provide reasoned justifications for their views (Respond and Explain).	Text: Oranges in No Man's Land – Elizabeth Laird  Reading Domains: Identify how language, structure and presentation contribute to meaning (Language for Effect). Make links between the authors' use of language and the inferences drawn (Inference). Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader (Themes and Conventions). Discuss and evaluate the intended impact of the language used with	Text: Pegasus – Eleanor Farjeon  Reading Domains: Skim and scan efficiently for vocabulary, key ideas and facts on both the printed page and screen (Select and Retrieve). Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (Inference). Discuss and evaluate the intended impact of the language used with reference to the text (Language for Effect). Check the book makes sense to them by discussing their



St Swithun Wells Catholic Primary School – Reading Overview Year 5



Skim and scan efficiently for vocabulary, key ideas and facts on both the printed page and screen (Select and Retrieve).	Identify how presentational and organisational choices vary according to the form and purpose of the writing (Themes and Conventions).	Discuss and evaluate the intended impact of the language used with reference to the text (Language for Effect).	Ask questions to improve their understanding of a text (Clarify).	reference to the text (Language for Effect).	understanding and exploring the meaning of words in context (Clarify).
Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	
Text: Shackleton's Journey – William Grill  Reading Domains: Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that (Word Reading). Provide reasoned justifications for their views (Respond and Explain). Skim and scan efficiently for vocabulary, key ideas and	Text: Holes – Louis Sachar  Reading Domains: Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (Inference). 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 (Respond and Explain).	Text: Shadow of the Minotaur – Alan Gibbons  Reading Domains: Identify and discuss themes and conventions in a wide range of writing e.g. 'heroism' or 'loss' (Themes and Conventions). Predict what might happen from details stated and implied (Inference). Make links between the authors' use of language and the inferences drawn (Inference). Check the book makes sense to them by discussing their	Text: Clockwork – Philip Pullman  Reading Domains: Predict what might happen from details stated and implied (Inference). Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (Inference). Identify and discuss themes and conventions in a wide range of writing e.g. 'heroism' or 'loss' (Themes and Conventions).	Text: <i>PIRA Reading Assessment and Review</i>	



St Swithun Wells Catholic Primary School – Reading Overview Year 5



facts on both the printed page and screen (Select and Retrieve). Identify and explain the author's point of view with reference to the text (Respond and Explain). Retrieve, record and present information from non-fiction (Select and Retrieve).	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 (Respond and Explain). Distinguish between statements of fact and opinion and understand why this is important to interpreting the text (Select and Retrieve).	understanding and exploring the meaning of words in context (Clarify).	Provide reasoned justifications for their views (Respond and Explain). Ask questions to improve their understanding of a text (Clarify).		
--	---	---	--	--	--