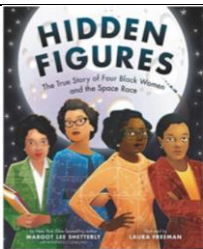
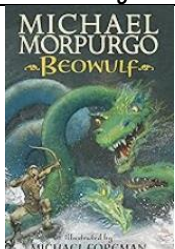
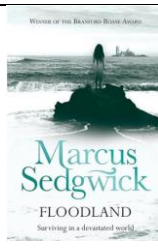
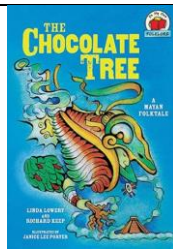
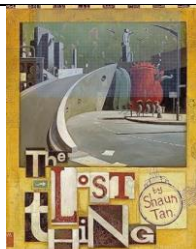
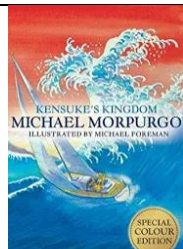


English Reading Curriculum - Year 5 - 2025 -2026

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme and Curriculum Focus	Earth and Space	Anglo Saxons and Vikings	Sustainability	Maya	Animals including Humans	North and South America
Core Texts						
	Hidden Figures Margot Lee Shetterly	Beowulf Michael Morpurgo	FloodLand Marcus Sedgewick	The Chocolate Tree Linda Lowery	The Lost Thing Shaun Tann	Kensuke's Kingdom Michael Morpurgo
Supporting Texts	Cosmic - Frank Cotterill Boyce The Boy who came from Space - Ross Welford Curiosity: The Story of a Mars Rover Book by Marcus Motum	Anglo Saxon Boy - Tony Bradman The 1000-Year-Old Boy Ross Welford Literacy Shed Vikings and Anglo Saxons Viking Voyagers Jack Tite	The Last Bear Hannah Gold & Levi Pinfold Fantastically Great Women Who Saved the Planet Kate Pankhurst Earth Heroes Lily Dyu & Amy Blackwell	Oh Maya Gods! Maz Evans What it was like to be an Ancient Maya David Long & Stefano Tambellini DKfindout! Maya, Incas, and Aztecs DK	Amazing Animal Homes Chris Packham & Jason Cockcroft The Incredible Ecosystems of Planet Earth Rachel Ignatofsky Apes to Zebras: An A-Z of Shape Poems	Kidnap on the California Comet M. G. Leonard & Sam Sedgman & Elisa Paganelli American Voices - Literacy shed Brazil - Literacy Shed Refugees - Brian Bilston

	Counting on Catherine The Book of Blast Off! 15 Real-Life Space Missions Timothy Knapman & Nik Henderson Spaced Out - James Carter, Brian Moses & Various Poets	Remembrance Day Poetry Winter/Christmas Poems			Roger Stevens, Liz Brownlee & Sue Hardy-Dawson	
Decoding/Word Reading	Consolidate read a wide range of exception words (Y3-4 list and similar)	Introduce begin to read some of the year 5 - 6 exception words with support	Practise read the familiar year 5-6 exception words	Practise read the familiar year 5-6 exception words	Develop Read the learned set of exception words with fluency (Y5-6 list similar).	Embed Read the same set of exception words (Y5-6 list and similar) with limited support.
	Consolidate To automatically read aloud words applying knowledge of root words prefixes and suffixes to read (Y3-4 Statutory words) Introduce Begin to introduce unfamiliar prefixes, suffixes and root words to begin to understand	Introduce Begin to introduce unfamiliar prefixes, suffixes and root words to begin to understand morphology and etymology with support.	Practise Begin to understand previous unfamiliar prefixes, suffixes and root words to begin to understand morphology and etymology.	Practise Begin to understand unfamiliar prefixes, suffixes and root words to begin to understand morphology and etymology.	Develop Apply growing knowledge of unfamiliar prefixes, suffixes and root words to begin to understand morphology and etymology to understand new vocabulary.	Embed Apply knowledge of acquired prefixes, suffixes and root words to understand morphology and etymology to understand new vocabulary.

	morphology and etymology with support.					
			Introduce Begin to bring attention to new vocabulary, both its meaning and correct pronunciation - with support - using their embedded knowledge of phonics.	Practise Begin to identify new vocabulary independently. Discover and understand meaning and pronunciation with peer support.	Develop Grow new vocabulary independently. Discover and understand meaning and pronunciation with peer support.	Embed Ensure attention is paid to new vocabulary, both its meaning and correct pronunciation independently.
Literal Understanding and Retrieval Locate/identify Understand (explicit) Justify (Content Domain B)	Introduce Discuss their understanding of new vocabulary in context with support.	Practise Discuss their understanding of new vocabulary in context. Introduce Use stem questions which develop their understanding of new vocabulary with support.	Practise Discuss their understanding of previous vocabulary in context. Practise Use stem questions which develop their understanding of new vocabulary with support.	Develop Revisit and explain means of known vocabulary in context. Develop Use questions which develop their understanding of new vocabulary with more independence.	Embed Discuss their understanding of new vocabulary with peers and be able to use it in extended pieces of writing. Embed Pose questions which develop pupils understanding of new vocabulary.	Embed Learn and embed new vocabulary in context Embed Pupils create questions for peers to answer.
	Consolidation Children develop their reading retrieval skills, working across a wider range of text types.	Introduce With guidance retrieve key details and begin to find quotations from a whole text.	Practise Retrieve key details and begin to find quotations from a part of a text.	Practise Retrieve key details and begin to find quotations from across a whole text	Develop Retrieve key details and begin to find quotations from a range of text types independently.	Embed Retrieve key details and begin to find quotations from a text that support their views.
			Introduce With guidance support their understanding of new vocabulary by using a dictionary and/or thesaurus.	Practise Support their understanding of new vocabulary by using a dictionary and/or thesaurus in pairs.	Develop Support their understanding of new vocabulary by using a dictionary and/or thesaurus and discuss its suitability for the	Embed Support their understanding of new vocabulary by using a dictionary and/or thesaurus and use it in the correct context

					context it was found. Independently.	
		Assess independent retrieval, understanding, justifying and finding quotations		Assess independent retrieval, understanding, justifying and finding quotations		Assess independent retrieval, understanding, justifying and finding quotations
Inferential Understanding Understand Infer (implicit) Predict Summarise	Consolidation Identify themes across the text; draw inferences such as inferring characters' feelings, thoughts and motives for their actions.	Introduce Justify their inferences with textual evidence with support.	Practise Justify their inferences with textual evidence.	Practise Justify their inferences with textual evidence and discuss the legitimacy it has against their view with peers.	Develop Justify their inferences with textual evidence and evaluate the legitimacy it has against their views.	Embed Draw inferences independently, often justifying with textual evidence.
	Consolidation Predict what might happen from implied details.	Introduce Predict what might happen from implied details before and after reading the relevant sections with support.	Practise Predict what might happen from implied details before and after reading the relevant sections.	Practise Predict what might happen from implied details before and after reading the whole text.	Develop Predict what might happen from implied details before and after reading the whole text and evaluate accuracy.	Embed Make predictions from implied details, both before and after events.
	Introduce: Identify and discuss themes across a wide range of texts with support.	Practise Identify and discuss themes across a range non-fiction and fiction of texts.	Practise Identify and discuss themes across a wide range of familiar texts.	Develop Identify, compare and discuss themes across a wide range of familiar texts.	Develop Identify, compare and discuss themes across a wide range of familiar texts.	Embed: Identify and discuss themes across a wide range of texts.
	Introduce summarise the main ideas of an extract		Practise summarise the main ideas of an extract	Develop summarise the main ideas across a whole text	Embed summarise the main ideas across a whole text, noting developments	

		Practise make comparisons within texts		Develop make comparisons within and across texts using reference points	Embed make comparisons within and across texts using reference points and evaluative skills	
		Introduce Discuss and explore the precise meaning of words and phrases in contexts with support.	Practise Discuss and explore the precise meaning of previous words and phrases in contexts.	Practise Discuss and explore the precise meaning of some new words and phrases in contexts.	Develop Discuss and explore the precise meaning of most new words and phrases in contexts.	Embed Discuss and explore the precise meaning of words and phrases in contexts
		Assess independent summarising, comparing, discussing and drawing inference		Assess independent summarising, comparing, discussing and drawing inference		Assess independent summarising, comparing, discussing and drawing inference
Response to Text React and comment Interpret vocabulary Describe the effect of vocabulary and phrases Form opinions	Consolidation Experience from a wider range of texts and build positive attitudes to reading.	Introduce During discussions, build on their own ideas and maintain positive attitudes to reading with support.	Introduce During discussions, build on other children's ideas and maintain positive attitudes to reading with support.	Practise During discussions, build on shared ideas and maintain positive attitudes to reading with support.	Develop During discussions, build on other children's ideas and maintain positive attitudes to reading.	Embed During discussions, build on their own and others' ideas and maintain positive attitudes to reading.
			Introduce Distinguish between fact and opinion in a range of texts with support.	Practise During supported discussion within a texts; with guidance, distinguish between fact and opinion in fiction texts.	Develop During supported discussion within and across texts; with guidance, distinguish between fact and opinion in fiction texts.	Embed During supported discussion within and across texts; with guidance, distinguish between fact and opinion in a range of texts.
	Consolidation With increasing awareness of authorial choices, discuss words and	Introduce With supported discussion, evaluate how an author use language of the	Practise With minimal supported discussion, evaluate how a new author use language	Practise: Within discussions, evaluate how a new author use language considering the	Develop Discuss and evaluate how familiar authors use language considering the	Embed Discuss and evaluate how authors use language considering the impact on the reader.

	phrases which capture their interest.	historical setting. (M. Morpurgo)	considering the impact on the reader. (M. Sedgewick)	impact on the reader. (L. Lowery)	impact on the reader.	
		Introduce: Within supported discussions, evaluate how authors use language and begin to understand figurative language.	Practise Within discussions, evaluate how a new author uses language and begin to understand figurative language.		Develop Discuss and evaluate how familiar authors use language and begin to understand figurative language	Embed Discuss and evaluate how authors use language and begin to understand figurative language. Assess independent skill of distinguishing fact and opinion
Fluency and Phrasing Read fluently with understanding at the point of reading Read aloud/recite Use expression *850 - 1500 words	Introduce Read aloud a wider range of age-appropriate poetry and other texts with accuracy and at a reasonable speaking pace with support.	Practise Read aloud a familiar age appropriate poetry and other texts with accuracy and at a reasonable speaking pace.			Develop Read aloud an unfamiliar age appropriate poetry and other texts with accuracy and at a reasonable speaking pace.	Embed Read aloud a wider range of age appropriate poetry and other texts with accuracy and at a reasonable speaking pace.
	Consolidation As decoding becomes more secure, become independent, fluent and enthusiastic readers.	Introduce work how to pronounce unfamiliar written words with increasing automaticity with support	Introduce Read aloud a wider range of age-appropriate poetry and other texts with accuracy and at a reasonable speaking pace with support.	Practise Read some words effortlessly and work how to pronounce unfamiliar written words with increasing automaticity.	Develop Read most words and work how to pronounce unfamiliar written words with increasing automaticity.	Embed Read aloud a wider range of age appropriate poetry and other texts with accuracy and at a reasonable speaking pace.
	Consolidation Read with expression, using the punctuation to support meaning, including multi-clause sentences.	Introduce Identify appropriate intonation to show their understanding with support.	Practise work how to pronounce unfamiliar written words with increasing automaticity.	Practise Prepare reading with support. Identify appropriate intonation to show their understanding independently.	Develop Prepare reading with relevant scaffolds. Identify appropriate intonation to show their understanding independently.	Embed Prepare readings using appropriate intonation to show their understanding.

	Consolidation Notice where commas create phrasing within sentences.	Introduce Identify more sophisticated punctuation in a range of texts with support.	Practise Identify appropriate intonation to show their understanding.	Practise notice more sophisticated punctuation in a range of familiar texts.	Develop notice most sophisticated punctuation.	Embed Notice more sophisticated punctuation.
	Consolidation Read words speedily by working out the pronunciation of unfamiliar printed words and recognise familiar words (Y3-4)	Introduce Identify all Y3-4 exception words and some Y5-6 words and use accurate pronunciation with support.	Practise Identify some Y3-4 exception words and some Y5-6 words and use accurate pronunciation.	Practise Identify most Y3-4 exception words and some Y5-6 words and use accurate pronunciation.	Develop Sight-read most Y3-4 exception words and some Y5-6 words (and similar) with automaticity.	Embed Sight-read all Y3-4 exception words and some Y5-6 words (and similar) with automaticity.
	Assess pronunciation, automaticity, notice punctuation, maintain interest	Assess pronunciation, automaticity, notice punctuation, maintain interest	Assess pronunciation, automaticity, notice punctuation, maintain interest	Assess pronunciation, automaticity, notice punctuation, maintain interest	Assess pronunciation, automaticity, notice punctuation, maintain interest	Assess pronunciation, automaticity, notice punctuation, maintain interest