



English Reading

YEAR 5 Curriculum Overview

Intent

We believe reading is key for academic success. It is our intention to ensure that by the end of their primary education, all pupils are able to read fluently and with confidence in any subject in their forthcoming education.

Implementation

Structure

The teaching of Reading takes place in a number of different forms. Time has been carefully allocated to each type to ensure children get the appropriate amount to support their progression in Reading.

Phonics	Individual Reading	Reading Comprehension	Story time	Library time	Home reading
Phonics interventions for some children until they are secure in phase 5	Listened by an adult once per week. Class teacher once per half term Children working below ARE, listened to more frequently	Minimum 2 hours per week teaching VIPERS Minimum 1 hour on supplementary texts, the rest using the anchor novel	Minimum 3 times per week	One hour per week for each year group	Read five times per week, at least two of them to an adult

Individual Reading

We value the importance of reading aloud regularly. Sessions may focus on different areas of reading including, but not limited to:

- Accuracy and fluency
- Intonation and expression
- Comprehension of the text
- Ensuring children are reading books at an appropriate level

Reading Comprehension

In Year 5, Reading lessons at Birch Copse are based on a whole class guided reading structure, where all children are exposed to challenging and high quality reading resources and questioning to ensure high expectations.

Each lesson will focus on teaching an explicit reading skill as outlined in the English National Curriculum. We use the acronym 'VIPERS' as an aid to recall these 6 reading domains. They cover the key skills that children need to learn in order to improve their comprehension of texts.

- Vocabulary
- Inference
- Prediction
- Explain
- Retrieve
- Summarise

VIPERS allocation

The focus of reading lessons may vary session to session, depending on the needs of the children. Although it is important for children to be exposed to all of them, the weighting of each domain differs as the children progress, from retrieval and word understanding being more prominent at an early age before introducing more inference and other comprehension skills. To reflect this, we have allocated dedicated time each reading skill, based on the English Reading Test Framework and the needs of the children in our school.

Upper Key Stage 2 Reading Comprehension Skills

Inference (2d)		40%
Retrieval (2b)		25%
Vocabulary (2a)		20%
Prediction (2e)		5%
Summarise (2c)		5%
Explanation (2f, 2g, 2h)		5%

Story Time

To promote a love of reading, teachers regularly read aloud to their classes. This may take place in lessons throughout the day in a variety of ways including a regular story time at the end of the day.

Library Time

Our Library (Peacock Library) has been carefully organised to promote a love of reading, teach children how to use a library and to make good choices about what they read. Our books are organised alphabetically by author and there is a section for younger readers and non-fiction as well as a section for our most able readers.

During their designated library time, children have the opportunity to:

- Browse a wide selection of books, both fiction and non-fiction
- select new books to take home
- Talk about book choices with friends, teachers and the school Librarian
- Learn how a library works and how it is organised
- Listen to teachers and the school librarian read aloud different texts from the library.

Outside of the designated Library session, children can visit the library throughout the week if they need to change or return their reading book.

Home/school Reading

Children are set weekly reading homework where they are encouraged to read regularly at home to an adult or, as they get older, to themselves as well. They also have regular opportunities to read in school either to an adult or by themselves. Each child is given a home/school Reading Record to note when they have read and to allow a link between reading at home and reading in school. We also ensure that every child has an Individual Reading book appropriate to their age and reading ability beginning on our reading scheme:

- Our reading scheme is organised into colour bands from Lilac to Lime.
- Pink to Orange are matched closely to the Letters and Sounds phonics phases and are all fully decodable.
- Children are constantly assessed each time they are heard read by an adult in school and move through the colours in accordance to this.
- When children reach the Lime level and are fluent readers, they become a Free Reader. As they transition to this phase, they are heavily supported by an adult in school to ensure their book choices are appropriate. This support continues throughout their time in school.

Reading lessons

The texts the children read at Birch Copse have been carefully selected to ensure they have access to a range of challenging reading material throughout their primary school life, including texts that promote becoming a well-rounded citizen.

- All year groups are allocated the following:
- Key Authors
- Classic Texts/ Must Read Novels
- Key Themes (including country studies, events around the world and in history, celebrating diversity)
- Inspirational People
- Picture Books
- Poetry

These form the basis of the reading curriculum, with teachers able to choose other appropriate texts to enhance and support these.

Anchor Texts

Our Anchor texts have been carefully chosen as they are the centre of our English curriculum. Our writing lessons are based on the anchor texts as are many of our reading lessons. These texts are studied in detail in both focused reading comprehensions sessions and informal discussions within lessons as well as being used to provide writing opportunities in English lessons.

	Autumn	Spring	Summer
Year 5	Kensuke's Kingdom – Michael Morpurgo Romeo and Juliet – William Shakespeare	The Nowhere Emporium – Ross MacKenzie	The Boy at the Back of the Class – Onjali Q. Raúf

Supplementary texts

In addition to the anchor texts, we have supplementary texts that are used to provide the children with a range of reading opportunities. These are separate to but may complement English sessions or may be linked to other areas of the curriculum. The supplementary texts will include, but not be limited to:

- Narrative and narrative extracts
- Picture Books and Images
- Non-fictions texts
- Poetry and Songs
- Video Clips
- Play Scripts (KS2)

These texts are organised into themes, with at least one text allocated per theme and typically one theme per week. The supplementary texts form the basis of set lessons for the teaching and learning of reading comprehension, as detailed below.

Where extracts from wider texts have been selected, effort has been made to provide copies of the full text in class reading corners to encourage children to expand their reading diet.

KEY:	
Non-Fiction	Narrative
Poetry and Song	Video clip

YEAR 5							
Autumn 1				Autumn 2			
Week	Theme	Text 1	Text 2	Week	Theme	Text 1	Text 2
1	Key Author – Michael Morpurgo	Michael Morpurgo Biography	War Horse – Michael Morpurgo	1	Changing Materials	Mentos and Coke recipe from the 'Science Buddies' Website	Heston's Craziest Recipes – from 'The Restaurant Choice' Website
2	Natural Disasters	Volcanoes of the World - Lee Siebert and Tom Simkin	Pompeii article from Literacy Shed	2	Key Author - Shakespeare	William Shakespeare Biography	Macbeth – William Shakespeare
3	Picture Book	The Journey - Francesca Sanna	The Journey - Francesca Sanna	3	Key Poet – Walter de la Mare	The Listeners - Walter de La Mare	The Listeners - Walter de La Mare
4	Islands	The Island - Armin Greder	The Island At The End Of Everything - Kiran Millwood Hargrave	4	Key Author - Shakespeare	Midsummer Night's Dream – William Shakespeare	The Globe Theatre from the 'Shakespeare Globe' Website
5	Natural Disasters	Violent Volcanoes – from Literacy Shed	Tsunami Information Text – from Twinkl	5	Christmas	A Christmas Carol – Charles Dickens	'Twas The Night Before Christmas – Clement Clarke Moore
6	Survival	Survival Skills Handbook: Maps and Navigation - Bear Grylls	Survival Skills Handbook: Shelter Building - Bear Grylls	6	Christmas	Christmas Trees – from Literacy Shed	The Little Match Girl - Hans Christian Andersen
Spring 1				Spring 2			
Week	Theme	Text 1	Text 2	Week	Theme	Text 1	Text 2
1	Picture Book	The Viewer - Gary Crew	The Viewer - Gary Crew	1	Magic	Philosopher's Stone – J.K. Rowling	Who Whoever Finds This letter – from Literacy Shed
2	Brazil	Pele (Little People, Big Dreams) - Maria Isabel Sanchez Vegara	Journey To The River Sea - Eva Ibbotson	2	Key Poet – Alfred Noyes	The Highwayman - Alfred Noyes	The Highwayman - Alfred Noyes

3	Mexico	Day of the Dead – from Literacy Shed	Recipe for Sugar Skulls– from Literacy Shed	3	SEND – OCD and Visual Impairment	Louie Braille	Goldfish Boy - Lisa Thompson
4	Disney Songs	I've Got a Dream (from the film 'Tangled') – Glenn Slater and Alan Menken	Be Prepared (from the film 'The Lion King') – Elton John and Tim Rice	4	Earth and Space	Tim Peake biography – from Twinkl	The Moon Fact File - Twinkl
5	Forces	How Parachutes Work – from a Wisconsin's Skydiving Centre News article	Tilting at Windmills: the Boy Who Harnessed the Wind. – News article by John Vidal	5	Earth and Space	Katherine Johnson biography – from NASA	Mae Jemison: Trailblazing Astronaut, Doctor and Teacher – Linda Barghoorn
Summer 1				Summer 2			
Week	Theme	Text 1	Text 2	Week	Theme	Text 1	Text 2
1	Refugees	We Refugees - Benjamin Zephaniah	World Refugee Day article – from CBBC Newsround	1	Local Authors	Holly Webb: Things You Might Like to Know – extract from Holly Webb Website.	The Wind in the Willows - Kenneth Grahame
2	Key Author – Frank Cottrell Boyce	Cosmic – Frank Cottrell Boyce	Millions – Frank Cottrell Boyce	2	Life Cycles	Life Cycle of an Amphibians and Stages of Human Life – from Literacy Shed	Life Cycle of Flowers and Plants and Life Cycle Comparisons– from Literacy Shed
3	The Victorians	The Worst Children's Jobs in History - Sir Tony Robinson	A School House Letter – from Literacy Shed	3	Rainforests	Running Wild - Michael Morpurgo	The Explorer - Katherine Rundell
4	Homelessness	Homelessness News Report – from CBBC Newsround	Street Child - Berlie Doherty	4	Reading	Banksy Mural News Article – Get Reading	Reading FC's Stadium - Football Ground Guide
5	SEND - Autism	The London Eye Mystery - Siobhan Dowd extract	Can You See Me? - Libby Scott and Rebecca Westcott extract	5	Global Warming	Dystopia – from Literacy Shed	Dear Humans – from Literacy Shed