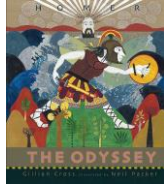


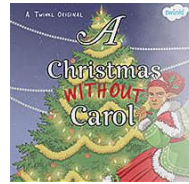


Year 5 Reading Spine 2023-24

Books for Writing Lessons



The Odyssey by Gillian Cross



A Christmas Without Carol



The Strange Case of Origami Yoda by Tom Angleberger



Beetle Boy by M G Leonard



Framed by Fred Cottrell-Boyce

Books for Reading Lessons



Street Child by Berlie Doherty



The Island at the End of Everything by Kiran Millwood Hargrave

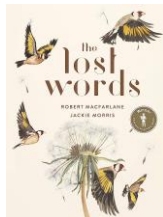


Malamander by Thomas Taylor



The Last Bear by Hannah Gold

Poetry



The Lost Words by Robert Macfarlane & Jackie Morris



Charlotte Bronte

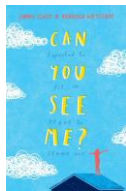
1816-1855
online-literature.com

Momentoes by Charlotte Bronte

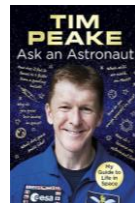


Poems by Kate Wakeling

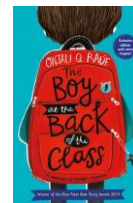
Reading for Pleasure/ Cross-Curricular



Can You See Me? By Libby Scott



Tim Peake Ask An Astronaut



Boy at the Back of the Class by Onjali Q Rauf



Upper Key Stage 2 Reading Progression

Year 5

Year 6

WORD READING

Phonics & Decoding

- To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
- To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.

- To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.

WORD READING

Common Exception Words

- To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.

WORD READING

Fluency

- Reads with good expression and natural language for most of the text.
- Reads with generally good phrasing and follows the sentence structure, punctuation and other clues in the text.
- Reads in a smooth accurate style, any pauses are quickly resolved or self-corrected.

- Reader varies their enthusiasm and volume to match the text.
- Reads consistently at an appropriate rate and conversational pace.



Upper Key Stage 2 Reading Progression

Year 5

Year 6

COMPREHENSION
Understanding and
Correcting
Inaccuracies

COMPREHENSION
Comparing,
Contrasting and
Commenting

COMPREHENSION
Words in Context
and Authorial
Choice

- To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.
- To 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.
- To identify main ideas drawn from more than one paragraph and to summarise these.
- To recommend texts to peers based on personal choice.

- To discuss vocabulary used by the author to create effect including figurative language.
- To evaluate the use of authors' language and explain how it has created an impact on the reader.

- To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.
- To recognise more complex themes in what they read (such as loss or heroism).
- To 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.
- To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.
- To draw out key information and to summarise the main ideas in a text.
- To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.
- To compare characters, settings and themes within a text and across more than one text.

- To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.



Upper Key Stage 2 Reading Progression

	Year 5	Year 6
COMPREHENSION Inference and Prediction	<ul style="list-style-type: none">• To draw inferences from characters' feelings, thoughts and motives.• To make predictions based on details stated and implied, justifying them in detail with evidence from the text.	<ul style="list-style-type: none">• To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).• To discuss how characters change and develop through texts by drawing inferences based on indirect clues.
COMPREHENSION Poetry and Performance	<ul style="list-style-type: none">• To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.	<ul style="list-style-type: none">• To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.
COMPREHENSION Non-Fiction	<ul style="list-style-type: none">• To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.	<ul style="list-style-type: none">• To retrieve, record and present information from non-fiction texts.• To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).