



YEAR 5: Reading

Links to Previous Learning

- Progression of VIPERS
- Myths and Legends from Year 3/4
- Using a dictionary

Links to Future Learning

- Books structured in a variety of ways
- Different forms of poetry
- Fact and opinion
- Literary heritage texts



Reading lessons will also be supplemented with non-fiction and poetry.

KEY TEXTS

Arthur and the Golden Rope	Joe Todd-Stanton	Fantasy
How to Train Your Dragon	Cressida Cowell	Fantasy/Historical
Tales From Shakespeare: The Tempest	Caroline Plaisted	Heritage/Play script
The Boy at the Back of the Class	Onjali Q.Rauf	Diverse/Modern
The Great Kapok Tree	Lynne Cherry	Animals
The Tin Forest	Helen Ward	Fantasy
Wolf Brother	Michelle Paver	Historical
The Magic Box	Kit Wright	Poetry

Year 5 National Curriculum Statements – Reading

R3: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

S2: reading books that are structured in different ways and reading for a range of purposes

R3: increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices

S3: identifying and discussing themes and conventions in and across a wide range of writing

S2: learning a wider range of poetry by heart

E3: making comparisons within and across books

S2: preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

V1: understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

I1/2: asking questions to improve their understanding

I1/2: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied

S1: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

E6: identifying how language, structure and presentation contribute to meaning

V5/I3: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

E5: distinguish between statements of fact and opinion

E8: retrieve, record and present information from non-fiction

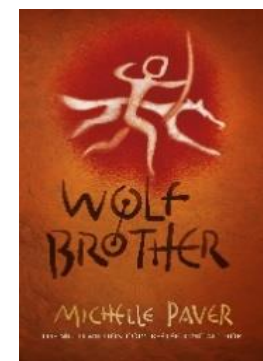
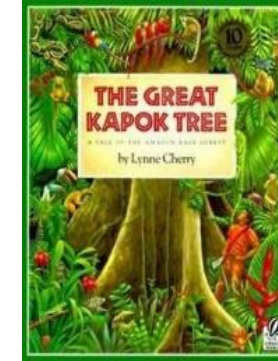
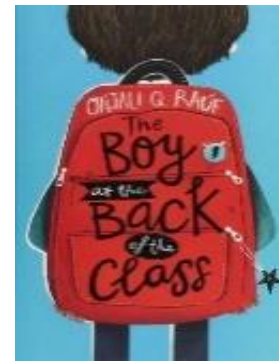
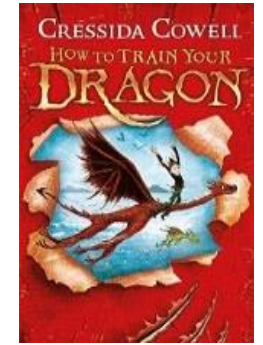
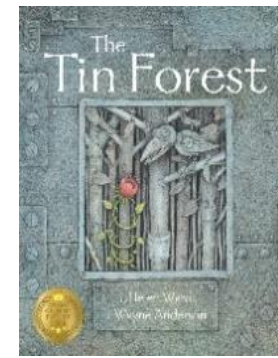
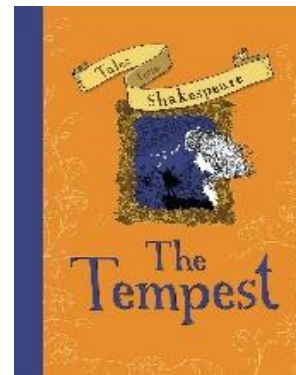
S3/4: participate in discussions about books that are read to them and those they can read for themselves, building on their own and others'

Monday	Tuesday	Wednesday	Thursday	Friday
Vocabulary	One VIPER Skill	One VIPER Skill	One VIPER Skill	Mixed comprehension

The Monday session should focus on the vocabulary the children will read that week. The VIPERS lessons from Tues-Thurs should be based on the class novels where possible. The mixed comprehension session can use any ARE text and should show a variety of genres.

VOCABULARY

Infer	Pick up ideas from the text that are not always written in the text itself.
Predict	Make a logical and reasonable guess about what could happen next.
Explain	Make an answer clear by giving reasons.
Retrieve	Find key pieces of information within the text.
Summarise	Pick out the key points that are really important.
Fact	Something that is proven to be true.
Opinion	A view of something not necessarily based on fact.
Figurative language	Words used beyond literal meaning to create an image.
Vocabulary specific to each text will be identified by teachers.	



KEY AUTHOR

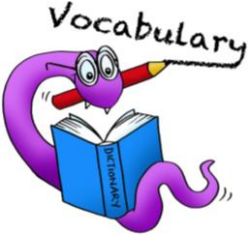




Cressida Cowell

1966 - Present

Children's Laureate from 2019-2022

VIPERS SKILLS:

	<ul style="list-style-type: none"> • Explore the meaning of words in context, confidently using a dictionary • Discuss how the author's choice of language impacts the reader • Evaluate the authors use of language • Investigate alternative word choices that could be made • Begin to look at the use of figurative language • Use a thesaurus to find synonyms for a larger variety of words • Re-write passages using alternative word choices • Read around the word' and *explore its meaning in the broader context of a section or paragraph. 	<ul style="list-style-type: none"> • Can you quickly find...in the dictionary and thesaurus? • What does this word/phrase/sentence tell you about the character/setting/mood? • By writing..., what effect has the author created? Do you think they intended to? • What other words/phrases could the author have used here? Why? • How has the author made you/this character feel by writing...? Why? • Find and highlight the word which is closest in meaning to ... • Find a word which demonstrates... • Can you rewrite this in the style of the author using your own words? • How have simile and metaphor been used here to enhance the text?
	<ul style="list-style-type: none"> • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Make inferences about actions, feelings, events or states • Use figurative language to infer meaning • Give one or two pieces of evidence to support the point they are making. • Begin to draw evidence from more than one place across a text. 	<ul style="list-style-type: none"> • What do you think... means? Why do you think that? Could it be anything else? • I think....; do you agree? Why/why not? • Why do you think the author? decided to...? • Can you explain why...? Can you give me evidence from somewhere else in the text? • What do these words mean and why do you think that the author chose them? • How does the author make you feel? • What impression do you get from these paragraphs?
	<ul style="list-style-type: none"> • Predicting what might happen from details stated and implied • Support predictions with relevant evidence from the text. • Confirm and modify predictions as they read on. 	<ul style="list-style-type: none"> • Can you think of another story with a similar theme? How do their plots differ? • Which stories have openings like this? Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story?

VIPERS SKILLS:



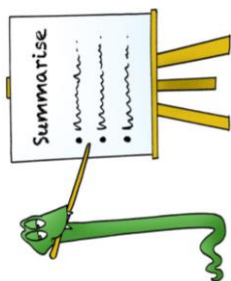
- Provide increasingly reasoned justification for my views
- Recommend books for peers in detail
- Give reasons for authorial choices
- Begin to challenge points of view
- Begin to distinguish between fact and opinion
- Identifying how language, structure and presentation contribute to meaning
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Explain and discuss their understanding of what they have read, including through formal presentations and debates.

- What is similar/different about two characters? Did the author intend that?
- Explain why... did that.
- Describe different characters' reactions to the same event.
- Does this story have a moral?
- Which is better and why?
- How is the text organised and what impact does this have on you as a reader?
- Why has the text been written this way?
- How can you tell whether it is fact and opinion?
- How is this text similar to the writing we have been doing?
- How does the author engage the audience?



- Confidently skim and scan, and also use the skill of reading before and after to retrieve information.
- Use evidence from across larger sections of text
- Read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts.
- Retrieve, record and present information from non-fiction texts.
- Ask my own questions and follow a line of enquiry.

- Find the... in this text. Is it anywhere else?
- When/where is this story set? Find evidence in the text.
- Find the part of the story that best describes the setting.
- What do you think is happening here? Why?
- Who is telling this story?
- Can you skim/scan quickly to find the answer?



- Summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas.
- Make connections between information across the text and include this is an answer.
- Discuss the themes or conventions from a chapter or text
- Identify themes across a wide range of writing

- What is the main point in this paragraph? Is it mentioned anywhere else?
- Sum up what has happened so far in... words/seconds or less.
- Which is the most important point in these paragraphs? Why?
- Do any sections/paragraphs deal with the same themes?
- Can you find a text with a similar theme?