

Long Term Reading Plan**Year 5**

Aspect of Reading:	Objectives taught and reinforced in all reading sessions:
Word Reading	<ul style="list-style-type: none"> • I break long polysyllabic words into syllables with speed and read across the entire word. • I often apply my knowledge of root words, prefixes and suffixes to help me to read fluently and understand the meaning of new words.
Wider decoding and reading strategies	<ul style="list-style-type: none"> • I read fluently with intonation, expression, appropriate pace and use of pauses to entertain and maintain interest. • I try to notice mistakes in my reading when reading higher level texts and sometimes correct them because the text doesn't make sense. • I know that I sometimes need to reread text carefully to understanding it fully. • I read longer texts with increasing pace and stamina.
Comprehension strategies	<ul style="list-style-type: none"> • I ask about the meanings of words I don't understand. • I explore the meaning of words in context.
Response to reading	<ul style="list-style-type: none"> • I ask about the meanings of words I don't understand. • I explore the meaning of words in context.

Term	Aspect of Reading	Objective Taught	Reading Skills
Autumn 1	Word Reading	<p>I often apply my knowledge of root words, prefixes and suffixes to help me to read fluently and understand the meaning of new words.</p> <p>I break long polysyllabic words into syllables with speed and read across the entire word.</p>	Decoding and Word Reading
	Word Reading	<p>I often apply my knowledge of root words, prefixes and suffixes to help me to read fluently and understand the meaning of new words.</p> <p>I break long polysyllabic words into syllables with speed and read across the entire word.</p>	Decoding and Word Reading
	Wider decoding and reading strategies	I try to notice mistakes in my reading when reading higher level texts and sometimes correct them because the text doesn't make sense.	Decoding and Word Reading

		I know that I sometimes need to reread text carefully to understanding it fully.	
	Wider decoding and reading strategies	I try to notice mistakes in my reading when reading higher level texts and sometimes correct them because the text doesn't make sense. I know that I sometimes need to reread text carefully to understanding it fully.	Decoding and Word Reading
	Wider decoding and reading strategies	I read fluently with intonation, expression, appropriate pace and use of pauses to entertain and maintain interest I understand how the meaning of sentences is shaped by punctuation, word order and linking words and phrases (including pronouns) and use the punctuation to help to show this.	Decoding and Word Reading
	Wider decoding and reading strategies	I read fluently with intonation, expression, appropriate pace and use of pauses to entertain and maintain interest	Decoding and Word Reading
	Comprehension	I predict what might happen from details stated and implied. I ask questions (and wonder) to improve my understanding.	Wondering and Prediction
	Comprehension	I predict what might happen from details stated and implied. I ask questions (and wonder) to improve my understanding.	Wondering and Prediction
	Autumn Half-Term		
Autumn 2	Comprehension	I predict what might happen from details stated and implied. I ask questions (and wonder) to improve my understanding.	Wondering and Prediction
	Comprehension	I explore the meaning of words in context and I ask about the meanings of words I don't understand	Unknown vocabulary in context

	Comprehension	I explore the meaning of words in context and I ask about the meanings of words I don't understand	Unknown vocabulary in context
	Comprehension	I connect the information that I read within paragraphs, across texts and to other books	Working Memory
	Comprehension	I recognise that my ideas and visualised images can and do change during the course of reading	Visualisation
	Comprehension	I make inferences such as inferring characters' feelings, thoughts and feelings and motives.....	Inference
	Comprehension	I make inferences such as inferring characters' feelings, thoughts and feelings and motives.....	Inference
	Assessment Week	PiXI Testing	
		Christmas	
Spring 1	Comprehension	I connect the information that I read within paragraphs, across texts and to other books I check books make sense to me and can talk about my understanding of significant ideas, events and characters.	Background Knowledge
	Comprehension	I connect the information that I read within paragraphs, across texts and to other books I check books make sense to me and can talk about my understanding of significant ideas, events and characters.	Background Knowledge
	Comprehension	I connect the information that I read within paragraphs, across texts and to other books I check books make sense to me and can talk about my understanding of significant ideas, events and characters. I check the meaning of unknown vocabulary in context	Vocabulary in context
	Comprehension	I connect the information that I read within paragraphs, across texts and to other books	Vocabulary in context

		<p>I check books make sense to me and can talk about my understanding of significant ideas, events and characters.</p> <p>I check the meaning of unknown vocabulary in context</p>	
	Comprehension	I make inferences such as inferring characters' feelings, thoughts and feelings and motives.....	Inference
	Performance Poetry	<p>I read poems and plays aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>I know a wider range of poetry by heart.</p>	Word Reading and Performance Poetry
		Spring Half- Term	
Spring 2	Wider decoding and reading strategies	<p>I scan text to find key words and phrases</p> <p>I can find, record and present information from non-fiction texts)</p>	Scanning
	Wider decoding and reading strategies	<p>I scan text to find key words and phrases</p> <p>I can find, record and present information from non-fiction texts)</p>	Scanning and Gist
	Comprehension	<p>I skim read a text to get the gist of it.</p> <p>I can find, record and present information from non-fiction texts</p> <p>I can give the gist of what I have read in my own words including what I have inferred</p>	Skimming
	Comprehension	<p>I skim read a text to get the gist of it.</p> <p>I can find, record and present information from non-fiction texts</p>	Skimming

		I can give the gist of what I have read in my own words including what I have inferred	
	Assessment Week	PiXI testing	
	Wider decoding and reading strategies	I summarise the key points of a paragraph and the main ideas drawn from more than one paragraph	Summary
		Easter	
Summer 1	Grammar	<p>I understand how the meaning of sentences is shaped by punctuation, word order and linking words and phrases (including pronouns) and use the punctuation to help to show this.</p> <p>I understand how the language, structure and presentation contribute to meaning</p> <p>Determiners</p>	Grammar for reading Determiners
	Grammar	<p>I understand how the meaning of sentences is shaped by punctuation, word order and linking words and phrases (including pronouns) and use the punctuation to help to show this.</p> <p>I understand how the language, structure and presentation contribute to meaning</p> <p>Noun referencing</p>	Grammar for reading Noun Referencing
	Grammar	<p>I understand how the meaning of sentences is shaped by punctuation, word order and linking words and phrases (including pronouns) and use the punctuation to help to show this.</p>	Grammar for reading Conjunctions

		I understand how the language, structure and presentation contribute to meaning Conjunctions	
	Comprehension	I am beginning to understand the difference between fact and opinion	Comprehension
	Responding to text	I identify and discuss themes and conventions in a range of writing. I make comparisons within and across books commenting on similarities and differences	Themes and conventions
	Responding to text	I identify and discuss themes and conventions in a range of writing. I make comparisons within and across books commenting on similarities and differences	Themes and conventions
		Summer Half Term	
Summer 2	Comprehension	I skim read a text to get the gist of it. I can find, record and present information from non-fiction texts I can give the gist of what I have read in my own words including what I have inferred	Gist
	Responding to text	I comment on how and why a writer has used certain words. I understand how the language, structure and presentation contribute to meaning.	Authorial Intent
	Responding to text	I comment on how and why a writer has used certain words. I understand how the language, structure and presentation contribute to meaning.	Authorial Intent

	Responding to text	<p>I identify and discuss themes and conventions in a range of writing.</p> <p>I make comparisons within and across books commenting on similarities and differences</p>	Authorial Intent
	Responding to text	<p>I identify and discuss themes and conventions in a range of writing.</p> <p>I make comparisons within and across books commenting on similarities and differences</p>	Authorial Intent
	Assesment	PIXI Testing	