
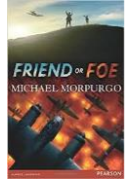





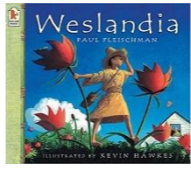

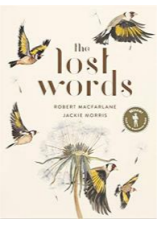
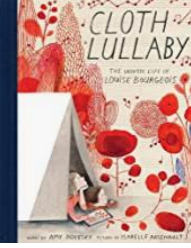
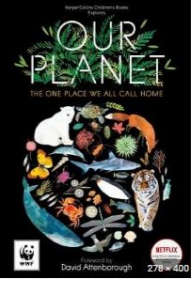
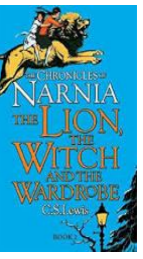


Year 5	Woodlands Park Whole School Reading Progression												
	Autumn 1		Autumn 2			Spring 1		Spring 2		Summer 1		Summer 2	
Sequence code	T1S1	T1S2	T1S3	T1S4	T1S5	T2S6	T2S7	T2S8	T2S9	T3S10	T3S11	T3S12	T3S13
Progression of core texts	The Tear Thief Carol Ann Duffy  (Narrative Poetry)	Friend or Foe Michael Morpurgo  (Historical Fiction)	Anne Frank Josephine Poole  (Biography)	Performance Poetry  (Poetry)	Plastic Pollution Neal Layton  (Persuasive text)	The Ice Bear Jackie Morris  (Narrative)	Volcanoes Izzi Howell  (Non-chronological report)	Weslandia Paul Fleischman  (Narrative)	Tadeo Jones Video  (Video Narrative)	The Lost Words Robert Macfarlane and Jackie Morris  (Poetry)	Cloth Lullaby Amy Novesky  (Documentary Style Report)	Our Planet Matt Whyman  (Documentary Style Report)	The Lion, The Witch and The Wardrobe C.C. Lewis  (Narrative)
Whole class teaching reading objectives	<p>Authorial Intent R14 Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Understanding R9 Asking questions to improve their understanding.</p> <p>Prediction R12 Predicting what might happen from details stated and implied.</p>	<p>Understanding R8 Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Inference R11 Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	<p>REVISITING Understanding R9 Asking questions to improve their understanding.</p> <p>Prediction R12 Predicting what might happen from details stated and implied.</p>	<p>Poetry & Performance R7 learning a wider range of poetry by heart 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</p> <p>Understanding R10 Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.</p>	<p>Understanding R10 Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.</p> <p>Range of Reading R3 Reading books that are structured in different ways and reading for a range of purposes</p>	<p>Familiarity with texts R5 Increase 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.</p> <p>REVISIT Prediction R12 Predict what might happen from details stated and implied.</p> <p>Authorial Intent R14 Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Inference R11 Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>Authorial Intent R13 Identify how language, structure and presentation contribute to meaning (formality).</p> <p>REVISIT Range of Reading R3 Reading books that are structured in different ways and reading for a range of purposes</p> <p>Understanding R10 Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.</p>	<p>REVISIT Understanding R8 Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Understanding R9 Asking questions to improve their understanding.</p> <p>Authorial Intent R13 Identifying how language, structure and presentation contribute to meaning.</p> <p>Inference R11 Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	<p>REVISIT Understanding R9 Asking questions to improve their understanding.</p> <p>Prediction R12 Predicting what might happen from details stated and implied.</p> <p>Inference R11 Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	<p>REVISIT Poetry & Performance R7 Learning a wider range of poetry by heart 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</p> <p>Authorial Intent R13 Identifying how language and structure and presentation contribute to meaning.</p> <p>Range of Reading R4 Making comparisons within and across books.</p>	<p>REVISIT Range of reading R2 Continuing to read and discuss an increasingly wide range of non-fiction and reference books.</p> <p>Understanding R8 Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Authorial Intent R13 Identifying how language contributes to meaning.</p>	<p>Familiarity with texts R6 Identifying and discussing themes and conventions in and across a wide range of writing.</p> <p>REVISIT Understanding R8 Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Authorial Intent R14 Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>REVISIT Inference R11 Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Understanding R8 Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Inference R11 drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>
Guided reading Intervention	Complete Comprehension – Year 4 Units as transition		Complete Comprehension – Year 5 Unit 1 - Dragonology Unit 2 – How to train your dragon Unit 3 – Life in Tudor Britain Unit 4 – A love letter from Mary Tudor Unit 5 – The House with Chicken Legs Unit 6 – The Wizards of Once Unit 7 – The Polar Bear Explorers Club			Unit 8 – The Wolf Wider Unit 9 – The Wolves of Willoughby Chase Unit 10 – Whale Boy Unit 11 – Sea World Unit 12 – Beetle Boy Unit 13 – Beetle Boy The Collector's Handbook Unit 14 – The Boy at the Back of the Class					Unit 15 – The Jamie Drake Euaation Unit 16 – Once upon a star Unit 17 – Harry Houdini Unit 18 – The nowhere Emporium Unit 19 – Plague Unit 20 – The Island at the end of everything Unit 21 – The London Eye Mystery		
Book Talk	continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks R2 *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 *participate in discussions about books, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, provide reasoned justifications for their views												
Class story	Three agreed CORE reads throughout the year plus others that take the classes interest – <ul style="list-style-type: none"> October, October – Katya Balen A Kind of Spark – Ellie McNicoll Frankie's World by Aiofe Dooley 												