



# LEAS PARK JUNIOR SCHOOL - Curriculum Progression Map

**Year Group: Year 5**

**Subject: Reading**

\*Below reading comprehensions for Autumn/Spring/Summer are completed as cross-curricular work. The children also look at a variety of texts (including text types) within guided reading. These texts are not listed below as can change at teacher's discretion, dependent on cohort (ability/interests)

\*Guided reading, 'whole class approach' used for 4 extended morning sessions (lasting approximately 40 minutes):

-These sessions are based around 1 text (whole text or extracts) and each session involves further reading of the text and/or relevant VIPERS-linked questions/texts to assess/further children's understanding

-These sessions also focus on improving comprehension skills using the 'VIPERS' acronym to aid the children's development within the 6 reading domains (Vocabulary, Infer, Predict, Explain, Retrieve and Summarise). All 6 domains are met within the following progression map.

\*Year 5 usually access *Fresh Start* for their phonic intervention (unless particularly low ability cohort/child), where the children work in small groups with a Teaching Assistant to focus on not only phonics but also reading fluency and comprehension skills.

<p><b>Additional reading/ comprehension covered</b> →</p> <p>↓ <b>Curriculum Strand</b></p>	<p><b>Autumn:</b> <b>Whole class guided reading:</b> -Viking Boy (whole text)</p> <ul style="list-style-type: none"> <li>• Room 13</li> <li>• Tim Peak</li> <li>• Victorious Vikings</li> <li>• Planet Earth</li> </ul>	<p><b>Spring:</b> <b>Whole class guided reading:</b> -Coraline (whole text)</p> <ul style="list-style-type: none"> <li>• Mystery story</li> <li>• Billy's Tower</li> <li>• Poetry Comprehension</li> <li>• William Shakespeare</li> </ul>	<p><b>Summer:</b> <b>Whole class guided reading:</b> -The Boy in the Tower (whole text)</p> <ul style="list-style-type: none"> <li>• Sporting star</li> <li>• Ancient Maya</li> <li>• South American Rainforest</li> <li>• J.R.R. Tolkien</li> <li>• Five Palms analysis of persuasive advert</li> <li>• Persuasive charity adverts</li> <li>• Hamilton - 'Eric' by Shaun Tan</li> </ul>
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<b>Decoding</b>	<p>*Continue to apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p>
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<b>Range of Reading</b>	<p>*Begin to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>*Continue to read books that are structured in different ways and reading for a range of purposes</p> <p>*Start to make comparisons within and across books</p>
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<b>Familiarity with texts</b>	<ul style="list-style-type: none"> <li>*Start 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</li> <li>*Begin to identify and discuss themes and conventions in and across a wide range of writing</li> </ul>
<b>Poetry &amp; Performance</b>	<ul style="list-style-type: none"> <li>*Start to learn a wider range of poetry by heart and prepare 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</li> </ul>
<b>Understanding</b>	<ul style="list-style-type: none"> <li>*Continue to check that the text makes sense to them, discussing their understanding and exploring the meaning of words in context and ask questions to improve their understanding</li> <li>*Identify and summarise main ideas drawn from more than one paragraph, and begin identifying key details to support the main ideas</li> </ul>
<b>Inference</b>	<ul style="list-style-type: none"> <li>*Continue to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence from the text (starting to include direct quotes)</li> </ul>
<b>Prediction</b>	<ul style="list-style-type: none"> <li>*Continue to predict what might happen from details stated and implied</li> </ul>
<b>Authorial Intent</b>	<ul style="list-style-type: none"> <li>*Identify how language, structure and presentation contribute to meaning</li> <li>*Begin to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>
<b>Non-fiction</b>	<ul style="list-style-type: none"> <li>*Start to distinguish between statements of fact and opinion</li> <li>*Retrieve, record and present information from non-fiction</li> </ul>
<b>Discussing reading</b>	<ul style="list-style-type: none"> <li>*Start to recommend books that they have read to their peers, summarising and giving reasons for their choices (thoughts and ideas)</li> <li>*Participate in discussions about books, building on their own and others' ideas and challenging views courteously</li> <li>*Start to explain and discuss their understanding of what they have read, including through formal presentations and debates,</li> <li>*Begin providing reasoned justifications for their views</li> </ul>

