

Reading Coverage Plan Year 5 Set 3

TERM	WEEK	GENRE	OBJECTIVES
			<ul style="list-style-type: none"> 1 • To apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words that they meet.
A D V E N T	1-3	Non-Fiction <i>Instructions</i>	<ul style="list-style-type: none"> 3 • To continuing to read and discuss an increasingly wide range of fiction, poetry, plays, <i>non-fiction and reference books</i> or textbooks. 4 • To read books that are structured in different ways and reading for a range of purposes. 20 • To retrieve, record and present information from non-fiction. 17 • To identify how language, structure and presentation contribute to meaning. 13 • To ask questions to improve their understanding 11 • To understand what they read
	4-7	Narrative <i>Adventure Story</i>	<ul style="list-style-type: none"> 3 • To continue to read and discuss an increasingly wide range of <i>fiction</i>, poetry, plays, non-fiction and reference books or textbooks. 5 • To increase their familiarity with a wide range of books, including myths, legends and traditional stories, <i>modern fiction</i>, fiction from our literary heritage, and books from other cultures and traditions. 12 • To check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. 13 • To ask questions to improve their understanding. 15 • To predict what might happen from details stated and implied. 11 • To understand what they read
	8-10	Non-Fiction <i>Recount</i>	<ul style="list-style-type: none"> 4 • To read books that are structured in different ways and reading for a range of purposes 17 • To identify how language, structure and presentation contribute to meaning. 13 • To ask questions to improve their understanding 20 • To retrieve, record and present information from non-fiction 23 • To provide reasoned justifications for their views. 11 • To understand what they read
	11-12	Poetry <i>Free Verse</i>	<ul style="list-style-type: none"> 3 • To continue to read and discuss an increasingly wide range of fiction, <i>poetry</i>, plays, non-fiction and reference books or textbooks. 9 • To learn a wider range of poetry by heart. 10 • To prepare <i>poems</i> 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>11 • To understand what they read</p> <p>14 • To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>18 • To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>19 • To distinguish between statements of fact and opinion</p> <p>20 • To retrieve, record and present information from non-fiction</p> <p>22 • 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</p>
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L E N T	1-4	<p>Narrative <i>Myths and Legends</i></p>	<ul style="list-style-type: none"> 2 • To maintain positive attitudes to reading and an understanding of what they read. 3 • To continue to read and discuss an increasingly wide range of <i>fiction</i>, poetry, plays, non-fiction and reference books or textbooks. 5 • To increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our <i>literary heritage</i>, and books from other cultures and traditions. 7 • To identify and discuss themes and conventions in and across a wide range of writing. 8 • To make comparisons within and across books. 12 • To check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. 14 • To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. 11 • To understand what they read 18 • To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
	5-7	<p>Non-Fiction <i>Discussion</i></p>	<ul style="list-style-type: none"> 2 • To maintain positive attitudes to reading and an understanding of what they read. 6 • To recommend books that they have read to their peers, giving reasons for their choices 17 • To identify how language, structure and presentation contribute to meaning. 19 • To distinguish between statements of fact and opinion. 20 • To retrieve, record and present information from non-fiction 21 • 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 22 • 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. 23 • To provide reasoned justifications for their views. 11 • To understand what they read
	8-10	<p>Non-Fiction <i>Non-Chronological Report</i></p>	<ul style="list-style-type: none"> 2 • To maintain positive attitudes to reading and an understanding of what they read. 3 • To continue to read and discuss an increasingly wide range of <i>fiction</i>, poetry, plays, <i>non-fiction</i> and reference books or textbooks. 7 • To recommend books that they have read to their peers, giving reasons for their choices. 18 • To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

			<ul style="list-style-type: none"> 21 • 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. 11 • To understand what they read 20 • To retrieve, record and present information from non-fiction
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Year 5 Set 3**

TERM	WEEK	GENRE	OBJECTIVES
			<ul style="list-style-type: none"> 1 • To apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) as listed in Appendix 1, both to read aloud

			and to understand the meaning of new words that they meet.
P E N T E C O S T	1-3	Narrative <i>Other Cultures</i>	<p>2 • To maintain positive attitudes to reading and an understanding of what they read.</p> <p>5 • To increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and <i>books from other cultures</i> and traditions</p> <p>7 • To identify and discuss themes and conventions in and across a wide range of writing</p> <p>8 • To make comparisons within and across books</p> <p>12 • To check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>16 • To summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</p> <p>18 • To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>11 • To understand what they read</p>
	4-7	Non-fiction <i>Newspaper Report</i>	<p>2 • To maintain positive attitudes to reading and an understanding of what they read.</p> <p>3 • To continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and <i>reference books</i> or textbooks.</p> <p>4 • To read books that are structured in different ways and reading for a range of purposes.</p> <p>16 • To summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>18 • To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>11 • To understand what they read</p> <p>20 • To retrieve, record and present information from non-fiction</p>
	8-10	Non-fiction <i>Explanation</i>	<p>2 • To maintain positive attitudes to reading and an understanding of what they read.</p> <p>14 • To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>16 • To summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.</p> <p>18 • To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>19 • To distinguish between statements of fact and opinion.</p> <p>11 • To understand what they read</p> <p>20 • To retrieve, record and present information from non-fiction</p> <p>23 • To provide reasoned justifications for their views.</p>