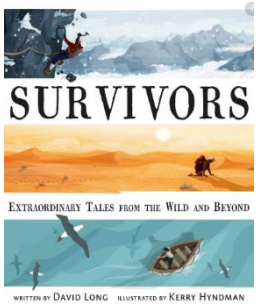
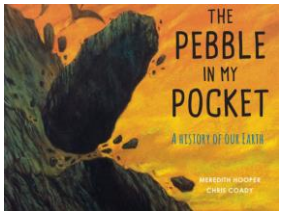
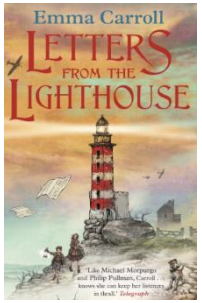
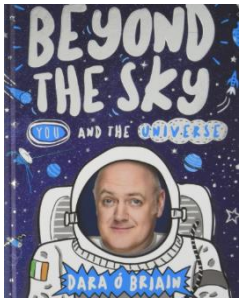
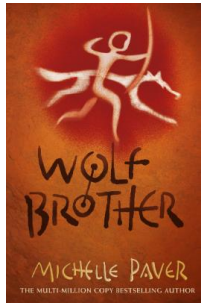
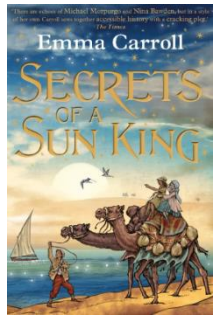
Year 5 Reading Long Term Overview

Concept: Survival		Concepts: community, conflict, the greater good	Concepts: Risk, sacrifice, the wider world, the greater good	Concepts: difference, change, perspective	
Survival	**Extreme Earth**	**Conflict**	**The Space Race**	**Heroes & Villains**	**Egyptians**
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Learning Journey 1	**Learning Journey 1**	**Learning Journey 1**	**Learning Journey 1**	**Learning Journey 1**	**Learning Journey 1**
Text: Survivors by David Long (NF) 	Text: The pebble in my pocket by Meredith Hooper (Faction) 	Text: Letters from the lighthouse by Emma Carroll (archaic novel) 	Text: Beyond the sky by Dara O'Briain (NF) 	Text: Wolf Brother by Michelle Paver (novel) 	Text: Secrets of a sun king by Emma Carroll 
Key NC statements	**Key NC statements**	**Key NC statements**	**Key NC statements**	**Key NC statements**	**Key NC statements**
• **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** • **maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks** • **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**					
Year 4: Read further exception words, noting the unusual correspondences between spelling and	Year 4: Retrieve and record information from non-fiction	Year 5: Predict what might happen from details stated and implied	Year 5: identifying how language, structure and presentation contribute to meaning	Year 5: Provide reasoned justifications for their views	Year 5: Provide reasoned justifications for their views Identify and discuss themes and conventions in a wide

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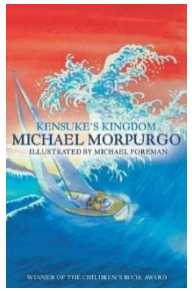
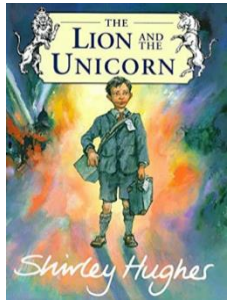
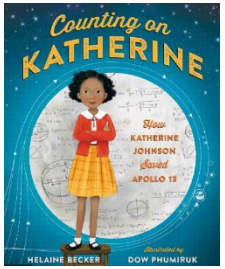
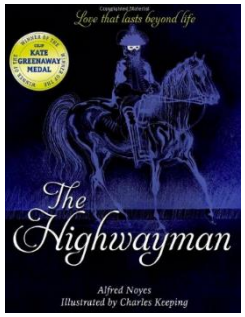
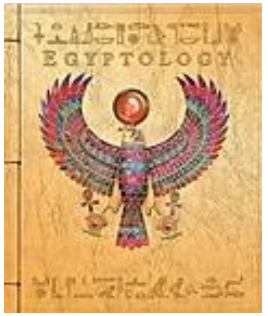
sound, and where these occur in the word Discuss words and phrases that capture the reader's interest and imagination	Year 5: distinguish between statements of fact and opinion	Draw inferences such as inferring characters' feelings, thoughts and motives of main characters from their actions, and justifying inferences with evidence		Draw inferences such as inferring characters' feelings, thoughts and motives of main characters from their actions, and justifying inferences with evidence	range of writing e.g. 'heroism' or 'loss'
Learning Journey 2	**Learning Journey 2**	**Learning Journey 2**	**Learning Journey 2**	**Learning Journey 2**	**Learning Journey 2**
Text: Kensuke's Kingdom by Michael Morpurgo (novel) 	Text: Varmints by Helen Ward (F) 	Text: The lion and the unicorn by Shirley Hughes (F) 	Text: Counting on Katherine by Helaine Becker (NF) 	Text: The Highwayman by Alfred Noyes (P archaic) 	Text: Egyptology by Emily Sands (Faction) 
Key NC Statements	**Key NC Statements**	**Key NC Statements**	**Key NC Statements**	**Key NC Statements**	**Key NC Statements**
Year 4: Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word Discuss words and phrases that capture the reader's interest and imagination	Year 4: Identify main ideas drawn from more than one paragraph and summarising these Year 5: Predict what might happen from details stated and implied Identify and discuss themes and conventions	Year 5: Predict what might happen from details stated and implied Draw inferences such as inferring characters' feelings, thoughts and motives of main characters from their actions, and justifying inferences with	Year 5: Identify and discuss themes and conventions in a wide range of writing e.g. 'heroism' or 'loss' identifying how language, structure and presentation contribute to meaning	Year 5: Provide reasoned justifications for their views Draw inferences such as inferring characters' feelings, thoughts and motives of main characters from their actions, and justifying inferences with evidence	Year 5: distinguish between statements of fact and opinion identifying how language, structure and presentation contribute to meaning

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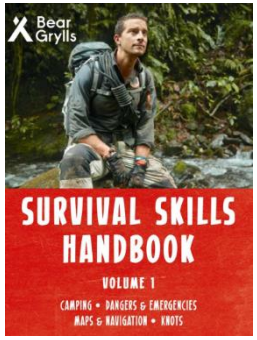
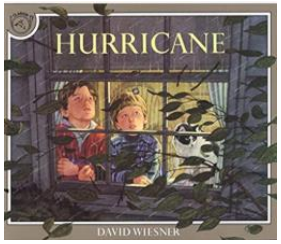
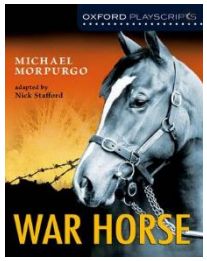
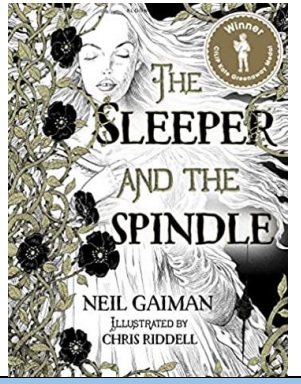
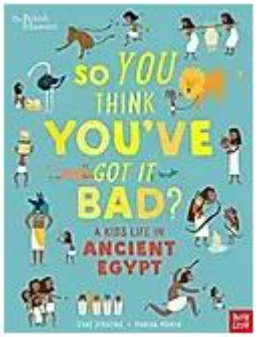
	in a wide range of writing e.g. 'heroism' or 'loss'	evidence		preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	
Learning Journey 3	**Learning Journey 3**	**Learning Journey 3**	**Learning Journey 3**	**Learning Journey 3**	**Learning Journey 3**
Text: Survival guides by Bear Grylls (NF) 	Text: Hurricane by David Weisner 	Text: War Horse (Play script) 	Text: Countdown. 2979 days to the moon by Suzanne Slade (NF)	Text: The sleeper and the spindle by Neil Gaiman (traditional) 	Text: So you think you've got it bad? By Chae Strathie (NF) 
Key NC Statements	**Key NC Statements**	**Key NC Statements**	**Key NC Statements**	**Key NC Statements**	**Key NC Statements**
Year 4: Identify main ideas drawn from more than one paragraph and summarising these Retrieve and record information from non-fiction Identify main ideas drawn from more than one paragraph and summarising these	Year 4: Identify main ideas drawn from more than one paragraph and summarising these Year 5: Predict what might happen from details stated and implied Draw inferences such as inferring characters' feelings, thoughts and	Year 5: Draw inferences such as inferring characters' feelings, thoughts and motives of main characters from their actions, and justifying inferences with evidence summarising the main ideas drawn from more than 1 paragraph, identifying key details	Year 5: Retrieve, record and present information from non-fiction identifying how language, structure and presentation contribute to meaning	Year 5: Predict what might happen from details stated and implied Draw inferences such as inferring characters' feelings, thoughts and motives of main characters from their actions, and justifying inferences with evidence	Year 5: Retrieve, record and present information from non-fiction summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas

	motives of main characters from their actions, and justifying inferences with evidence	that support the main ideas		Provide reasoned justifications for their views	