Please note: In UKS2 there is a focus on preparing children for sitting formal comprehension tests at the end of Year 6. Therefore, children will have more practise answering 'test-type' questions, using more focused question stems. Key skills do not need to be taught but more emphasise should be placed on use children applying their knowledge and using the strategies. It is expected that revisiting the key skills will not need the skills to be taught all over again but will be more of a 'refresher' with greater emphasis on 'use and application'.

DECODING: Pupils should be taught to: a apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet

YEAR 5	UNDERSTANDING						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Reading
	Journey to the	Boy in the	The Firewark	Treason	Wind in the	The Bay at the Back of	All children should b
	River Sea	Tower	Maker's Daughter		Willows	the Class	encouraging to
MONDAY	- To understand the	- To understand the	- To understand the	- To understand the	- To understand the	- To understand the meaning	annotate the text
110110717	meaning within a text	<mark>meaning within a</mark>	<mark>meaning within a text</mark>	<mark>meaning within a</mark> text	meaning within a text	within a text	- Follow the text wit
READING THE	- To recognise the	text	- To recognise the	- To recognise the	- To recognise the layout	- To recognise the layout and	a pencil, or finger
	layout and	 To recognise the layout and 	layout and organisation of	layout and organisation of particular genres	and organisation of	organisation of particular genres	- Underline unknown
EXT	organisation of particular genres	organisation of	particular genres	of particular genres - Identifying themes	particular genres - Identifying themes and	- Identifying themes and conventions in a wide range of	
	- Identifying themes	particular genres	- Identifying themes	and conventions in a	conventions in a wide	books	words
	and conventions in a	- Identifying themes	and conventions in a	wide range of books	range of books	- To ask questions based on the	- Circle interesting
	wide range of books	and conventions in	wide range of books	- To ask questions	- To ask questions based	text	words
	- To ask questions	a wide range of	- To ask questions	based on the text	on the text	- To express an opinion about	- Make notes on clu
	based on the text	books	based on the text	- To express an opinion	- To express an opinion	the text	
	- To express an	- To ask questions	- To express an	about the text	about the text		- Summarise in the
	opinion about the text	based on the text	opinion about the text			- Checking that the text makes	margin
		- To express an		– Checking that the text	– Checking that the text	sense to them, discussing their	_
	– Checking that the	<mark>opinion about the</mark>	– Checking that the	makes sense to them,	makes sense to them,	understanding	Retrieval
	text makes sense to	<mark>text</mark>	text makes sense to	discussing their	discussing their	- Identify how language,	
	them, discussing their		them, discussing their	understanding	understanding	structure, and presentation	-Read the question
	understanding	- Checking that the	understanding	- Identify how	- Identify how language,	contribute to meaning.	word carefully, and
	- Identify how	text makes sense to	- Identify how	language, structure,	structure, and	- Identifying themes and	circle it.
	language, structure, and presentation	them, discussing their understanding	language, structure, and presentation	and presentation contribute to meaning.	presentation contribute to meaning.	conventions in a wide range of books	- Skim and scan for
	contribute to meaning.	- Identify how	contribute to meaning.	- Identifying themes	- Identifying themes and	- Ask questions to improve their	
	- Identifying themes	language, structure,	- Identifying themes	and conventions in a	conventions in a wide	understanding of a text.	the information in t
	and conventions in a	and presentation	and conventions in a	wide range of books	range of books	- Participate in discussion about	text
	wide range of books	contribute to	wide range of books	- Ask questions to	- Ask questions to	both books that are read to them	- Read around the
	- Ask questions to	meaning.	- Ask questions to	imprave their	improve their	and those they can read for	information to find
	improve their	- Identifying themes	improve their	understanding of a text.	understanding of a text.	themselves, taking turns and	ů ů
	understanding of a	and conventions in	understanding of a	– Participate in	– Participate in discussion	listening to what others say.	your answer
	text.	a wide range of	text.	discussion about both	about both books that		- Check to see if the
	- Participate in	books	- Participate in	books that are read to	are read to them and		question has been
	discussion about both	- Ask questions to	discussion about both	them and those they	those they can read for	LO: To understand meaning	answered.
	books that are read	improve their	books that are read	can read for	themselves, taking turns	within a text	AN ODWEROU.
	to them and those	understanding of a	to them and those	themselves, taking turns	and listening to what	LO: To recognise the layout of	
	they can read for	text. - Participate in	they can read for	and listening to what	others say.	particular types of texts	Word meaning
	themselves, taking turns and listening to	discussion about	themselves, taking turns and listening to	others say.		LO: To identify the themes within the text	Working out the
	what others say.	both books that are	what others say.		LO: To understand	LO: To ask questions based on	meaning of unknows
		read to them and	out was suy.	LO: To understand	meaning within a text	the text	words by
		those they can read		meaning within a	LO: To recognise the	LO: To express an opinion on the	
	LO: To understand	for themselves,	LO: To understand	text	layout of particular types	text	- Marphalagy of the
	meaning within a	taking turns and	meaning within a	LO: To recognise the	of texts		word (prefix, suffix,
	text	listening to what	text	layout of particular	LO: To identify the themes	Teachers can assess which skills	root word)
		others say.		types of texts	within the text	their class need and plan lessons	- Word class
		_		-		accordingly,	- Wara class

						1	
	LO: To recognise the		LO: To recognise the	LO: To identify the	LO: To ask questions		- Word families
	layout of particular	LO: To understand	layout of particular	themes within the text	based on the text	Children should now be able to	- Have they heard the
	types of texts	meaning within a	types of texts	LO: To ask questions	LO: To express an	independently take adequate notes	word before?
	LO: To identify the	text	LO: To identify the themes within the text	based on the text	opinion on the text	about the text.	
	themes within the text LO: To ask questions	LO: To recognise the layout of	LO: To ask questions	LO: To express an opinion on the text	Teachers can assess		- How is it used
	based on the text	particular types of	based on the text		which skills their class		within the sentence?
	LO: To express an	texts	LO: To express an	Teachers can assess	need and plan lessons		(context).
	opinion on the text	LO: To identify the	opinion on the text	which skills their class	accordingly,		
	·	themes within the	·	need and plan lessons			INFERENCE
	Teachers can assess	text	Teachers can assess	accordingly,	Children should now be		
	which skills their	LO: To ask	which skills their		able to independently take		- Encourage children
	class need and plan	questions based on	class need and plan	Children should now be	adequate notes about the		to find clues as they
	lessons accordingly,	the text LO: To express an	lessons accordingly,	able to independently	text.		read about different
	Children should now	opinion on the text	Children should now	take adequate notes about the text.			characters.
	he able to	Sopulation to the next	be able to	Automa die dent.			- Encourage children
	independently take	Teachers can	independently take				ŭ
	adequate notes about	assess which skills	adequate notes about				to question as they
	the text.	their class need and	the text.				are reading (what
		plan lessons					does this meanhow
		accordingly,					can I tell that).
		Children should					,
		now be able to					Has DEE when weins
		independently take					Use PEE when using
		adequate notes					evidence
		about the text.					P – Point
							E – Evidence
							E – Explanation
TUESDAY	To work out the	To work out the	To work out the	To work out the	To work out the meaning	To work out the meaning of	2 2342000
	meaning of words in	meaning of words	meaning of words in	meaning of words in	of words in context	words in context	
WORD	context - To explain the effect	in context - To explain the	context - To explain the effect	context - To explain the effect	 To explain the effect of certain words and 	 To explain the effect of certain words and phrases 	
MEANING	of certain words and	effect of certain	of certain words and	of certain words and	phrases	words and prouses	
	phrases	words and phrases	phrases	phrases	 	- Discuss their understanding	
FOCUS					- Discuss their	and explaining the meaning of	
	- Discuss their	- Discuss their	- Discuss their	- Discuss their	understanding and	wards in cantext	
	understanding and	understanding and	understanding and	understanding and	explaining the meaning of	- Discuss words and phrases	
	explaining the	explaining the	explaining the	explaining the meaning	words in context	that capture the reader's interest	
	meaning of words in	meaning of words	meaning of words in	of words in context.	- Discuss words and	and imagination	
	context. - Discuss words and	in context.	context.	- Discuss words and	phrases that capture the	LO. To be able to evaluin the	
	phrases that capture	- Discuss wards and phrases that	- Discuss wards and phrases that capture	phrases that capture the reader's interest and	reader's interest and imagination	LO: To be able to explain the meaning of unknown words	
	the reader's interest	capture the reader's	the reader's interest	imagination	and a second	LO: To be able to explain the	
	and imagination	interest and	and imagination		LO: To be able to explain	effect of certain words/phrases	
	•	imagination		LO: To be able to	the meaning of unknown	00 0	
	LO: To be able to		LO: To be able to	explain the meaning of	words		
	explain the meaning	LO: To be able to	explain the meaning	unknown words	LO: To be able to explain	Children should come away from	
	of unknown words	explain the meaning	of unknown words	LO: To be able to	the effect of certain	using dictionaries, and	
	LO: To be able to	of unknown words	LO: To be able to	explain the effect of	words/phrases	concentrate more on morphology.	
	explain the effect of	LO: To be able to	explain the effect of	certain words/phrases		Questians can be misses to	
	certain words/phrases	explain the effect of certain	certain words/phrases		Children should come	Questions can be mixes to include both skills. Question	
		words/phrases		Children should come	away from using	stems and the numbers of marks	
				away from using	dictionaries, and	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	
L	1	1	l .	8 8	,		

	1		1	T			
	Children should come		Children should come	dictionaries, and	concentrate more on	should be used to highlight what	
	away from using	Children should	away from using	concentrate more on	morphology.	is expected within the answer.	
	dictionaries, and	come away from	dictionaries, and	morphology.		·	
	concentrate more on	using dictionaries,	concentrate more on	1 00	Questions can be mixes		
	morphology.	and concentrate	morphology.	Questions can be mixes	to include both skills.	ANY UNKNOWN WORDS SHOULD	
			morphology.	to include both skills.	Question stems and the	BE RECAPPED WITHIN	
	Therefore, vocabulary	more on					
	should be selected	morphology.	Questions can be	Question stems and the	numbers of marks should	RETRIEVAL TASKS TO EMBED	
	carefully from the		mixes to include both	numbers of marks	be used to highlight what	VOCABULARY	
	text.	Therefore,	skills. Question stems	should be used to	is expected within the		
	Questions can be	vocabulary should	and the numbers of	highlight what is	answer.		
	mixes to include both	be selected carefully	marks should be used	expected within the			
	skills. Question stems	from the text.	to highlight what is	answer.			
	and the numbers of	grant are seas.	expected within the	was a second	ANY UNKNOWN WORDS		
	· ·	O	· ·				
	marks should be used	Questions can be	answer.	AND HARALOWAL WORDS	SHOULD BE RECAPPED		
	to highlight what is	mixes to include		ANY UNKNOWN WORDS	WITHIN RETRIEVAL		
	expected within the	both skills.		SHOULD BE RECAPPED	TASKS TO EMBED		
	answer.	Question stems and	ANY UNKNOWN	WITHIN RETRIEVAL	VOCABULARY		
		the numbers of	WORDS SHOULD BE	TASKS TO EMBED			
		marks should be	RECAPPED WITHIN	VOCABULARY			
	ANY UNKNOWN	used to highlight	RETRIEVAL TASKS TO				
	WORDS SHOULD BE	what is expected	EMBED VOCABULARY				
	RECAPPED WITHIN		EMBED VOCABOLARY				
		within the answer.					
	RETRIEVAL TASKS TO						
	EMBED VOCABULARY						
		ANY UNKNOWN					
		WORDS SHOULD BE					
		RECAPPED WITHIN					
		RETRIEVAL TASKS					
		TO EMBED					
		VOCABULARY					
	T	<u> </u>	T	T	T	T	
WEDNESDAY	-To retrieve	-To retrieve	-To retrieve	-To retrieve information	-To retrieve information	-To retrieve information within	
	information within	information within	information within	within fictional and	within fictional and non-	fictional and non-fictional texts	
0.5.70.5.51/4/ /	fictional and non-	fictional and non-	fictional and non-	non-fictional texts	fictional texts	- To summarise main ideas	
<i>RETRIEVAL /</i>	fictional texts	fictional texts	fictional texts	<mark>- To summarise main</mark>	- To summarise main	within the text	
SUMMARISING	- To summarise main	- To summarise	- To summarise main	ideas within the text	ideas within the text		
	ideas within the text	<mark>main ideas within</mark>	ideas within the text			Retrieve and record information	
		the text		Retrieve and recard	Retrieve and record	fram non-fiction	
	Retrieve and record	La Le Maria	Retrieve and record	information from non-	information from non-	Identifying main ideas drawn	
		D-4-:					
	information from non-	Retrieve and record	information from non-	fiction	fiction	from more than one paragraph	
	fiction	information from	fiction	Identifying main ideas	Identifying main ideas	and summarising these	
	Identifying main ideas	non-fiction	Identifying main ideas	drawn from more than	drawn from more than	İ	
			Inches				
	drawn from more	Identifying main	drawn from more	one paragraph and	one paragraph and	LO: To retrieve information within	
	drawn from more than one paragraph					a text	
	than one paragraph	Identifying main	drawn from more than one paragraph	one paragraph and	one paragraph and	a text	
	than one paragraph and summarising	Identifying main ideas drawn from more than one	drawn from more than one paragraph and summarising	one paragraph and summarising these	one paragraph and summarising these	a text LO: To summarise main ideas	
	than one paragraph	Identifying main ideas drawn from more than one paragraph and	drawn from more than one paragraph	one paragraph and summarising these LO: To retrieve	one paragraph and summarising these LO: To retrieve	a text	
	than one paragraph and summarising these	Identifying main ideas drawn from more than one	drawn from more than one paragraph and summarising these	one paragraph and summarising these LO: To retrieve information within a	one paragraph and summarising these LO: To retrieve information within a	a text LO: To summarise main ideas within the text	
	than one paragraph and summarising these LO: To retrieve	Identifying main ideas drawn from more than one paragraph and summarising these	drawn from more than one paragraph and summarising these LO: To retrieve	one paragraph and summarising these LO: To retrieve information within a text	one paragraph and summarising these LO: To retrieve information within a text	a text LO: To summarise main ideas within the text Questioning should be mixed so	
	than one paragraph and summarising these LO: To retrieve information within a	Identifying main ideas drawn from more than one paragraph and summarising these	drawn from more than one paragraph and summarising these LO: To retrieve information within a	one paragraph and summarising these LO: To retrieve information within a text LO: To summarise main	one paragraph and summarising these LO: To retrieve information within a text LO: To summarise main	a text LO: To summarise main ideas within the text	
	than one paragraph and summarising these LO: To retrieve information within a	Identifying main ideas drawn from more than one paragraph and summarising these LO: To retrieve information within	drawn from more than one paragraph and summarising these LO: To retrieve information within atext	one paragraph and summarising these LO: To retrieve information within a text	one paragraph and summarising these LO: To retrieve information within a text	a text LO: To summarise main ideas within the text Questioning should be mixed so to include both reading skills.	
	than one paragraph and summarising these LO: To retrieve information within atext LO: To summarise	Identifying main ideas drawn from more than one paragraph and summarising these LO: To retrieve information within a text	drawn from more than one paragraph and summarising these LO: To retrieve information within atext LO: To summarise	one paragraph and summarising these LO: To retrieve information within a text LO: To summarise main	one paragraph and summarising these LO: To retrieve information within a text LO: To summarise main	a text LO: To summarise main ideas within the text Questioning should be mixed so to include both reading skills. Question stems and the numbers	
	than one paragraph and summarising these LO: To retrieve information within a	Identifying main ideas drawn from more than one paragraph and summarising these LO: To retrieve information within a text LO: To summarise	drawn from more than one paragraph and summarising these LO: To retrieve information within atext	one paragraph and summarising these LO: To retrieve information within a text LO: To summarise main	one paragraph and summarising these LO: To retrieve information within a text LO: To summarise main	a text LO: To summarise main ideas within the text Questioning should be mixed so to include both reading skills.	
	than one paragraph and summarising these LO: To retrieve information within atext LO: To summarise	Identifying main ideas drawn from more than one paragraph and summarising these LO: To retrieve information within a text	drawn from more than one paragraph and summarising these LO: To retrieve information within atext LO: To summarise	one paragraph and summarising these LO: To retrieve information within a text LO: To summarise main ideas within the text	one paragraph and summarising these LO: To retrieve information within a text LO: To summarise main ideas within the text	a text LO: To summarise main ideas within the text Questioning should be mixed so to include both reading skills. Question stems and the numbers of marks should be used to	
	than one paragraph and summarising these LO: To retrieve information within a text LO: To summarise main ideas within the	Identifying main ideas drawn from more than one paragraph and summarising these LO: To retrieve information within a text LO: To summarise main ideas within	drawn from more than ane paragraph and summarising these LO: To retrieve information within atext LO: To summarise main ideas within the	ane paragraph and summarising these LO: To retrieve information within a text LO: To summarise main ideas within the text Questioning should be mixed so to include	ane paragraph and summarising these LO: To retrieve information within a text LO: To summarise main ideas within the text Questioning should be mixed so to include both	a text LO: To summarise main ideas within the text Questioning should be mixed so to include both reading skills. Question stems and the numbers	
	than one paragraph and summarising these LO: To retrieve information within a text LO: To summarise main ideas within the text	Identifying main ideas drawn from more than one paragraph and summarising these LO: To retrieve information within a text LO: To summarise	drawn from more than are paragraph and summarising these LO: To retrieve information within atext LO: To summarise main ideas within the text	ane paragraph and summarising these LO: To retrieve information within a text LO: To summarise main ideas within the text Questioning should be	ane paragraph and summarising these LO: To retrieve information within a text LO: To summarise main ideas within the text Questioning should be	atext LO: To summarise main ideas within the text Questioning should be mixed so to include both reading skills. Question stems and the numbers of marks should be used to highlight what is expected within	
	than one paragraph and summarising these LO: To retrieve information within a text LO: To summarise main ideas within the text Questioning should be	Identifying main ideas drawn from more than one paragraph and summarising these LO: To retrieve information within a text LO: To summarise main ideas within the text	drawn from more than are paragraph and summarising these LO: To retrieve information within a text LO: To summarise main ideas within the text Questioning should be	are paragraph and summarising these LO: To retrieve information within a text LO: To summarise main ideas within the text Questioning should be mixed so to include both reading skills.	ane paragraph and summarising these LO: To retrieve information within a text LO: To summarise main ideas within the text Questioning should be mixed so to include both reading skills.	atext LO: To summarise main ideas within the text Questioning should be mixed so to include both reading skills. Question stems and the numbers of marks should be used to highlight what is expected within	
	than one paragraph and summarising these LO: To retrieve information within a text LO: To summarise main ideas within the text	Identifying main ideas drawn from more than one paragraph and summarising these LO: To retrieve information within a text LO: To summarise main ideas within	drawn from more than are paragraph and summarising these LO: To retrieve information within atext LO: To summarise main ideas within the text	ane paragraph and summarising these LO: To retrieve information within a text LO: To summarise main ideas within the text Questioning should be mixed so to include	ane paragraph and summarising these LO: To retrieve information within a text LO: To summarise main ideas within the text Questioning should be mixed so to include both	atext LO: To summarise main ideas within the text Questioning should be mixed so to include both reading skills. Question stems and the numbers of marks should be used to highlight what is expected within	

Question stems and the numbers of marks should be used to highlight what is expected within the answer.	include both reading skills. Question stems and the numbers of marks should be used to highlight what is expected within the answer.	Question stems and the numbers of marks should be used to highlight what is expected within the answer.	should be used to highlight what is expected within the answer.	be used to highlight what is expected within the answer.		
THURSDAY INFERENCE / PREDICTION To draw inferences - To draw inferences based an evidence - To make predictions based on the text Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predict what might happen from details stated and implied. LO: To draw inferences within a text LO: To draw inferences using evidence to support your view LO: To predict what might happen within a text. Inference should be a main focus within year five. Questioning should be created carefully. Children should be taught to pay attention to the marks of the question and when asked to give evidence to support their view.	To draw inferences - To draw inferences - To draw inferences based on evidence - To make predictions based on the text Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predict what might happen from details stated and implied. LO: To draw inferences within atext LO: To draw inferences using evidence to support your view LO: To predict what might happen within a text. Previous learning should be recapped within this half term to embed the ideas.	To draw inferences - To draw inferences - To draw inferences based on evidence - To make predictions based on the text Draw inferences such as inferring characters' feelings, thoughts and matives from their actions, and justifying inferences with evidence Predict what might happen from details stated and implied. LO: To draw inferences within atext LO: To draw inferences using evidence to support your view LO: To predict what might happen within a text. Previous learning should be recapped within this half term to embed the ideas.	To draw inferences To draw inferences To draw inferences based an evidence To make predictions based on the text Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predict what might happen from details stated and implied. LO: To draw inferences within a text LO: To draw inferences using evidence to support your view LO: To predict what might happen within a text. Previous learning should be recapped within this half term to embed the ideas.	To draw inferences To draw inferences To draw inferences based on evidence To make predictions based on the text Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predict what might happen from details stated and implied. LO: To draw inferences within a text LO: To draw inferences using evidence to support your view LO: To predict what might happen within a text. Previous learning should be recapped within this half term to embed the ideas.	To draw inferences - To draw inferences - To draw inferences based on evidence - To make predictions based on the text Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predict what might happen from details stated and implied. LO: To draw inferences within a text LO: To draw inferences using evidence to support your view LO: To predict what might happen within a text. Previous learning should be recapped within this half term to embed the ideas.	

Particular attention should be paid to 2 mark questions which do not need evidence, (children should explain themselves mare). Prediction skills lend themselves well in using evidence as well. To build stamind To build fluency To answer comprehension style questions based on a text LO: To answer mixed questions based on the text Children should be introduced to a 'mystery text,' and mixed questioning based on the text. These questions must demonstrate how many marks is on offer. Children should be encouraged to identify what type of question is being asked. Different types of texts must be used in order to give the children a wide exposure, Particular attention must be given to poetry,	To build stamina To build fluency To answer comprehension style questions based on a text LO: To answer mixed questions based on the text Previous learning should be recapped within this half term to embed the ideas. To build stamina To build fluency To answer comprehension style questions based on a text LO: To answer mixed questions based on the text Previous learning should be recapped within this half term to embed the ideas.	To build stamina To build fluency To answer camprehension style questions based on a text LO: To answer mixed questions based on the text Previous learning should be recapped within this half term to embed the ideas. To build stamina To build fluency To answer comprehensi style questions based of questions based on the text Previous learning shoul be recapped within this half term to embed the ideas.	LO: To answer mixed questions based on the text Previous learning should be recapped within this half term to embed the ideas.	
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By the end of year five children should...

- Be able to take part in more in-depth conversations about the book.
- Children should be very confident in working out word meaning within a context and developed their vocabulary.
- Children should be able to infer information with greater confidence giving evidence when needed
- · Children should know how to get marks for different questions.