
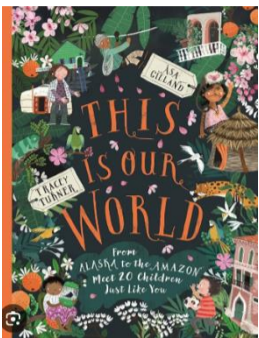
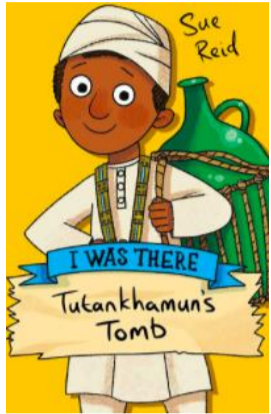
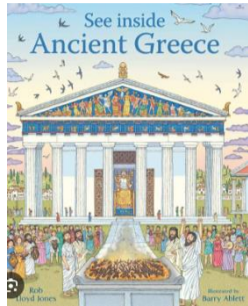


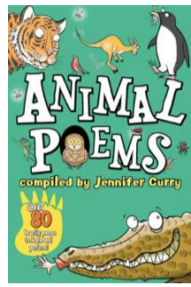
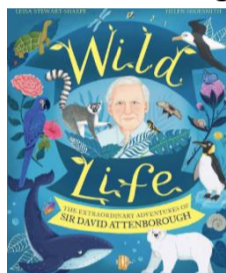


Granby Junior School Reading on a Page – Y5



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading texts studied					
<p>Zita the Spacegirl</p>  <p>Ben Hatke (2011) Science fiction</p>	<p>This is our world</p>  <p>Tracey Turner (2020) non-fiction literature</p>	<p>Tutankhumun's tomb (I was there)</p>  <p>Sue Reid (2020) Diary.</p>	<p>See inside Ancient Greece</p>  <p>Rob Lloyd Jones (2019) Non-fiction</p> <p>Greek mythology (2020)</p>  <p>DK and Jean Menzies. Myths (2 stories)</p>	<p>The girl who lost a leopard</p>  <p>Nizrana Farook (2022) Adventure narrative</p>	<p>Animal poems</p>  <p>Jenifer Curry (2015) Poetry</p> <p>Wildlife: the extraordinary adventures of Sir David Attenborough.</p>  <p>Leisa Stewart (2022) Picture book.</p>
Use of extracts and additional text					
Crawls (star wars)	Travel brochure examples.			Poem- Refugees Brian Bilston.	
Knowledge, skills and content				Key Vocabulary	
<p>General To know how to identify, compare and contrast the features of a range of poetry, non-fiction and fiction genres To know how to ask questions about vocabulary to improve their understanding</p> <p>Fiction To know how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem To know how to justify inferences backed by one type of textual evidence from across the text To know how to infer and explain how a character's thoughts, feelings or motives have changed over the course of the text To know how to identify which causes are most/least likely based upon evidence in the text and beyond To know how to make predictions about characters based upon reading so far, identifying a range of evidence within and beyond the text to support opinion To be able to categorise predictions as likely/unlikely based upon what has been read so far To know how to use their voice to engage an audience To know figurative language devices To know how authors use figurative language to impact the reader To know how to compare the impact of different language devices within a text</p> <p>Non-fiction To know structural organisers To know the difference between statements of fact and opinion To know how to use knowledge of texts to retrieve, record and discuss information from non-fiction texts</p> <p>Poetry To know how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem</p>				<p>Genres: Adventure stories Science fiction Fantasy Non-fiction (non-chronological reports) Poetry</p> <p>Text related terms: non-fiction, poetry, alliteration, repetition, simile, picture/photograph caption text plot narrative character</p> <p>Common organisers: Chapter, headings/subheadngs bullet points index glossary paragraph, blurb, contents page verse</p> <p>Style/perspective: 3rd person narrative Humour Factual</p>	
				<p>Opportunities for Writing</p> <ul style="list-style-type: none"> • Persuasive • Narrative • Description • Poetry • Explanation • Non-chronological report • Diary writing • Crawl (speaking and listening) 	

Granby Junior School Reading on a Page – Y5



Reading for pleasure- Books to be added throughout the year					
Adult choices		Child choices		<p>Primary Reason - To listen, engage and enjoy being read to.</p> <p>Optional – These books could be referred to if they link with reading/writing work being done EG: they are the same genre, they have a similar character. This <i>may</i> help some children to make links in their learning.</p>	
Writing linking to guided reading texts					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Comic strip including formal and informal speech	Non-chronological report	Diary writing	Myths	Factfile on endangered animals Playscript	Poetry Biography