

Year 5 Guided Reading Medium Term Plan Autumn 1 **Year 2 SPAG Terminology** **Year 3 SPAG Terminology** **Y4 Spag Terminology** **Y5 SPAG Terminology**

Weekly Objectives

Match meanings to definitions (Speed words)

Main Objectives	Number of Weeks	Definitions	Steps to Success
<p>Clarification: Solving Unknown Words Substituting words NB: Work may be required on identifying word class prior to teaching substitution if this skill is not secure. Refer to steps to success on Y4 MTP.</p>	2	<p>Substitute/substituting Swapping an unfamiliar word for one of the same word class to gain meaning. 'Swapping'</p>	<ol style="list-style-type: none"> 1. Read the sentence with the unfamiliar word in. 2. Work out what kind of word it is (noun, adjectives, verb, adverb) What is its job in the sentence? 3. Substitute the word with another of the same word type. 4. Check the sentence makes sense.
<p>Clarification: Solving Unknown Words Reading around the word</p>	2	<p>Substitute/substituting Swapping an unfamiliar word for one of the same word class to gain meaning. 'Swapping'</p>	<ol style="list-style-type: none"> 1. Read the sentence with the tricky word in it. 3. Identify the word class of the tricky word. 4. Read the sentence before the one with the tricky word. Does this help? 5. Read the sentence after the one with the tricky word in it. Does this help? If not, read a little further before and after. 6. Substitute the word with another of the same word type. 7. Check the sentence makes sense.
<p>Clarification: Solving Unknown Words</p> <ul style="list-style-type: none"> • Pronouncing words • Using picture clues 	1		<p>Pronouncing words</p> <ul style="list-style-type: none"> -Look for special friends -Blend the sounds together -Read in syllables -Look at root endings (suffixes)

			<p>Using picture clues</p> <ol style="list-style-type: none"> 1. Study the picture 2. Read the sentence with the tricky word. 3. Look for clues in the picture to help.
<p>Solve unknown words by: Using prefixes NB This objective has a reading focus and is seeking to teach how to use prefixes and suffixes to search for word meaning. It is not the intent to teach every prefix and suffix on the national curriculum list for Y4. This will be covered in spelling lessons.</p>	1	<p>prefix A group of letters which is added to the front of a root word. This creates a new word with a new meaning. Consider: Re- means 'again' or 'back' Dis- negative meaning Mis- negative meaning De- means 'opposite'</p> <p>Root word A basic word with no prefixes or suffixes added.</p>	<p>If an unfamiliar word has a prefix...</p> <ol style="list-style-type: none"> 1. Identify the prefix and the root word of the unfamiliar word. 2. Look at the anchor chart. Does this help you with the meaning of the prefix? 3. Look at the root word. Do you know it's meaning? If not, use a dictionary. 4. Combine the meanings of the prefix and the root word to find the meaning of the unfamiliar word.
<p>Effects of language: What impression does that give? Match a passage to a toolkit.</p>	1	<p>Impression An idea, feeling or opinion about something or someone.</p>	<p>What impression...</p> <ol style="list-style-type: none"> 1. Consider the authors choice of language. Why have those words been used? What affect do they have on the reader? 2. Use evidence from the text to support your answer. <p>Match the passage to the tool kit...</p> <ol style="list-style-type: none"> 1. Look at the vocabulary the author has used. What deliberate choices have been made? 2. What grammatical features can you see in the passage. Why are they there? 3. Which specific language features can you find? Why have these been chosen? What is their impact on the reader? 4. Match your findings to the tool kit with the same features.

Year 5 Guided Reading Medium Term Plan Autumn 2

Weekly Objectives

Main Objectives	Number of Weeks	Definitions	Steps to Success
<p>Show understanding by: Repeated reading</p> <p>Interpreting the character’s actions and what this tells you about their: Feelings Motives Thoughts (use evidence and general knowledge)</p>	4	<p>Motives – why does the character do things? Feelings – how does the character feel inside? Thoughts – What is the character thinking? Repeated reading – study the language used – read, read again, read once more.</p>	<p>Read a text carefully. Reread to find out more information. As you read, make notes about the character. Consider:</p> <ul style="list-style-type: none"> -appearance -actions/behaviours -speech -reactions <p>Conclusions about a character</p> <ol style="list-style-type: none"> 1. Look at what the character does. Study their body language. 2. Look at what the character says and the way they say it. 3. Study the language used to describe the character. 4. Consider what you know about people from your own experiences. 5. Think! What do these things tell you about the type of character they are?
<p>Show understanding by: Repeated reading</p> <p>Explain how an author uses word pictures (metaphor)</p> <p>Settings and character descriptions</p>	2	<p>Metaphor - a word or a phrase used to describe something as if it were something else</p>	<ol style="list-style-type: none"> 1. Be able to define metaphors- what are they? 2. Identify metaphors in texts - what has the writer compared it to? 3. Explain why the writer has chosen that comparison – what effect does it have?
<p>Show understanding by: Repeated reading</p> <p>Explain how an author use exaggeration (hyperbole)</p> <p>(Teach during non-fiction weeks – advertising)</p>	1	<p>Hyperbole – exaggeration used for emphasis or humour</p>	<ol style="list-style-type: none"> 1. Be able to define hyperbole - what is it? 2. Identify hyperbole in texts - what has the writer exaggerated? 3. Explain why the writer has used hyperbole – what effect does it have?

Year 5 Guided Reading Medium Term Plan Spring 1

Weekly Objectives

Main Objectives	Number of Weeks	Definitions	Steps to Success
<p>Dealing with questions: Point and evidence grids.</p>	2	<p>Point A statement you are making about the text. Your answer to the question.</p> <p>Evidence Something you have taken from the text which backs up/demonstrates your point.</p>	<p>Finding evidence to back up a point:</p> <ol style="list-style-type: none"> Read the question. Read the text. Make your point (answer). Look for things in the text which support (back up) the point being made. Quote (copy) the evidence which backs up the answer. Signpost evidence using 'in the text it says...'
<p>Dealing with questions: Translate words in a question into synonyms before scanning a text.</p>	1	<p>Synonym A word or phrase which means exactly or nearly the same as another word or phrase.</p> <p>Scan/scanning Quick reading of a text to find specific information.</p>	<ol style="list-style-type: none"> Read the question. Highlight the key words in the question. List possible synonyms for the key word(s) highlighted. Scan the text for any of the key words. Close read around the part of the text where you find a synonym. Use this information to answer the question.
<p>Dealing with questions: Point, evidence and explanation grids.</p>	3	<p>Point A statement you are making about the text. Your answer to the question.</p> <p>Evidence Something you have taken from the text which backs up/demonstrates your point.</p> <p>Explain In your own words, show how the evidence you have chosen supports the point you have made.</p>	<p>Using PEE to answer questions about a text:</p> <ol style="list-style-type: none"> Read the question. Find the focus. Read the text. Make your point (answer). What do you think? Look for things (evidence) in the text which support (back up) the point being made. Quote (copy) the evidence which backs up the answer. Signpost evidence using 'in the text it says...' Use your own words to explain WHY the evidence you have chosen supports the point you have made.

Year 5 Guided Reading Medium Term Plan Tuesday Focus

Weekly Objectives

Each time a new skill is taught, recap in following lessons.

Main Objectives	Number of Weeks	Definitions	Steps to Success
<p>Improve understanding of the text by Reciprocal reading: Prediction (fiction and non-fiction)</p> <p>Skim non-fiction texts in a short time to gain an idea of the meaning (without reading the whole text).</p>	<p>1 Fiction – 2 days Non-fiction – 2 days</p>	<p>Skimming - Reading something quickly to get an idea of the main points. Title – The name of something, usually found at the top/front Subheading – A title given to part of a piece of writing. Tells the reader what they are about to read about. Caption – A title or short explanation which goes with a photograph or illustration. Prediction – A sensible guess about what a text will be about or what might happen next based on evidence from a text, picture, prior knowledge or personal experience.</p> <p>Sentence stems for making predictions: I think ... because ... I'll bet ... because ... I wonder if ... because ... I imagine ... because ... I suppose ... because ... I predict ... because ... I think I will learn ... because ... I think ... will happen because ...</p>	<p>Fiction</p> <ol style="list-style-type: none"> 1. Look at cover art, title, author, and illustrations. 2. Flip through the text to look at any pictures. 3. Think about text structure, setting, characters, problem, characters' feelings and motives, events, and theme. 4. Think about whether the author's purpose is to entertain, inform, or persuade. 5. Return to predictions both during and after reading to confirm or revise them. 6. Use the sentence starter, "I think this is about ___ because ___" or "I think will happen because ___." <p>Non-Fiction</p> <ol style="list-style-type: none"> 1. Skim read/look at the.. -Title -Subheadings -Pictures and captions 2. Think about what you have read. What is it telling you? 3. Use all the information gathered to make your prediction 4. Use a sentence stem to form your prediction
<p>Improve understanding of the text by Reciprocal reading: Clarifying (fiction and non-fiction)</p>	<p>2 Words job in a sentence & Substituting = 1 week Reading around the word, Pronouncing the word & Using picture clues = 1 week</p>	<p>WORD CLASS The group a word belongs to. Tells you the job of the word when in a sentence.</p> <p>VERB Express action (doing something), state of being (feeling something) or an occurrence (something happening)</p>	<ol style="list-style-type: none"> 1. Read through text 'in your head'. 2. Highlight words/phrases that you do not know the meaning of. If you are not sure if you know the word or not, Think: Can you explain the meaning of these words clearly to someone else? If the answer is no, highlight the word. <p>Then, as per Autumn 1</p>

		<p>NOUN Describes a person, place or thing. Proper nouns name a particular person, place or thing.</p> <p>ADJECTIVE Describes a noun or a pronoun.</p> <p>ADVERB Modifies verbs, adjectives and other adverbs. Answer how, when, where, why, how often or how much.</p> <p>SUBSTITUTION Swap</p> <p>CLARIFY To make something easier to understand.</p>	
<p>Improve understanding of the text by Reciprocal reading: Questioning (fiction and non-fiction)</p>	<p>1 Fiction – 2 days Non-fiction – 2 days</p>		<p>Fiction</p> <p>1) Ask, "I wonder" questions before reading and while looking at the cover, title, and text. Base these "wonderings" on the art and by skimming the text.</p> <p>2) Ask questions about the setting, characters, problem, events, resolution, and theme.</p> <p>3) Ask questions about the author's choices in vocabulary and story line.</p> <p>Non-fiction</p> <p>1) Ask questions before reading and while previewing the cover, title, and text. Base these "wonderings" on the art and by skimming the text.</p> <p>2) Use text features (e.g., headings, maps, tables, charts, photos) to formulate questions.</p> <p>3) Ask questions about the main idea and details.</p> <p>4) Ask questions about the author's choice of vocabulary, text features, or ideas.</p>

			5) Ask text-dependent questions about choices the author made, such as "What examples does the author include?" and "How does the heading/map/etc. help you understand ...?"
<p>Improve understanding of the text by Reciprocal reading: Summarising a chunk of text (fiction and non-fiction) COMPLETE AFTER SUMMERISING UNIT</p>	<p>2 Fiction – 1 week Non-fiction – 1 week</p>	<p>SUMMARY A short explanation of the main points.</p>	<ol style="list-style-type: none"> 1. Break up the text into manageable chunks. E.g paragraphs if it is a narrative, sections if it is a non-fiction text. 2. Draw a story map of the sentences to aid understanding. 3. Think: What is the job of this section? 4. Find the topic sentence. What does it tell you? 5. Highlight important information. Refer to title/subheading to guide you in what to highlight. 6. Write 20 words or less to summarise these main points. Use your own connectives and joining words (but keep these to a minimum). 7. Not all highlighted parts need to be used. Paraphrase and group words to keep word count to a minimum.

Year 5 Guided Reading Medium Term Plan Summer 1

Weekly Objectives

Main Objectives	Number of Weeks	Definitions	Steps to Success
<p>Summarise: Summarise a group of paragraphs into a single phrase.</p>	3	<p>SUMMARY A short explanation of the main points.</p> <p>PARAPHRASE Rewording something that is written or spoken using different words. Often to achieve greater clarity.</p> <p>PHRASE A group of words that work together to make meaning but is not a complete sentence. A phrase does not have both a verb and an object.</p>	<ol style="list-style-type: none"> Break up the text into manageable chunks. E.g paragraphs if it is a narrative, sections if it is a non-fiction text. Draw a story map of the sentences to aid understanding. Think: What is the job of this section? Find the topic sentence. What does it tell you? Highlight important information. Refer to title/subheading to guide you in what to highlight. Write a phrase to summarise these main points. Not all highlighted parts need to be used. Paraphrase and group words to keep word count to a minimum.
<p>Summarise and clarify: Box up a passage.</p>	1 3 days fictions 2 days non-fiction	<p>BOX UP The underlying structure of a text.</p>	<p>Fiction (looking for a pattern that might be innovated upon so children can all write their own versions)</p> <ol style="list-style-type: none"> Read the WAGOLL. Break the text up into sections/paragraphs. Think in terms of O, BU, P, R and E. Think about what each section is about. What is it's purpose? Think in general terms, not specifically about this text e.g. in the text the MC falls down a well. In the box up, MC becomes trapped. Refer to the main character as the MC. Fill in box up grid. <p>Non-Fiction</p> <ol style="list-style-type: none"> Read the WAGOLL. Read the subheadings. Use subheadings to guide how to break up the text into sections. Think about what each section is about. Fill in the box up grid using general terms.

<p>Summarise and clarify: Summarise non-fiction in graphic organisers. <i>Taught alongside Non-Fiction unit.</i></p>	<p>2</p>	<p>Graphic Organiser A visual way of presenting information gathered from reading.</p> <p>Summary A short explanation of the main points.</p>	<p>Teaching sequence:</p> <ol style="list-style-type: none"> 1. Take each section of the GO in turn and build SC for how to find the relevant information with the children. Display on WW as an anchor chart. 2. Fill in each section in turn, modelling how to find the key information by using the section headings to guide the search for information and the S2S. <p>For example: Name of the person – look for the capital letters. Date of Birth – look for numbers and names of months. Profession – look for names of jobs.</p>
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Year 5 Guided Reading Medium Term Plan Summer 2

Weekly Objectives

Main Objectives	Number of Weeks	Definitions	Steps to Success
<p>Connecting sections of the text: Draw conclusions about a character or event based on different sections of the text.</p>	<p>2 1 week – inferences about character 1 week – inferences about events</p>	<p>Inference Using clues found in a text to work out what is happening. Drawing conclusions based on all of the available evidence plus previous knowledge and experience.</p>	<p>Conclusions about a character 1. Look at what the character does. Study their body language. 2. Look at what the character says and the way they say it. 3. Study the language used to describe the character. 4. Consider what you know about people from your own experiences. 5. Think! What do these things tell you about the type of character they are?</p> <p>Conclusions about an event 1. Collect all of the information about the event. 2. Think about character's reactions to the event. 3. What can you add from your own knowledge and experience? 3. What do these things lead you to think about what has happened?</p>
<p>Connecting sections of the text: Explain how a character or setting changes across a text.</p>	<p>2</p>		<p>As you read, make notes about the character. Consider: -appearance -actions/behaviours -speech -reactions</p>
<p>Connecting sections of the text: Make predictions between chapters based on reference to the whole text.</p>	<p>1</p>	<p>Prediction A sensible guess about what a text will be about or what might happen next based on evidence from a text, picture, prior knowledge or personal experience.</p>	<p>1. Draw pictures as you read to help summarise key events/actions. 2. Pause before you begin the next chapter, look back over what has preceded it. Can you predict what will happen next happened?</p>
<p>Connecting sections of the text: Make predictions between chapters based on reference to something implied.</p>	<p>1</p>	<p>Prediction A sensible guess about what a text will be about or what might happen next based on evidence from a text, picture, prior knowledge or personal experience.</p> <p>Inference Using clues found in a text to work out what is happening.</p>	<p>Fiction 1. Read the text. 2. Draw/make notes as you read about what has happened so far. 3. Make inferences to work out additional information. What do the clues suggest? 4. Pause in your reading. 7. Use your inferences to make a prediction about what might happen next using evidence from what you have read so far. 4. Use a sentence stem e.g. "I think _____ will happen ____ because ____"</p>