

Reading

in Year 5 at

Almond Hill Junior
School

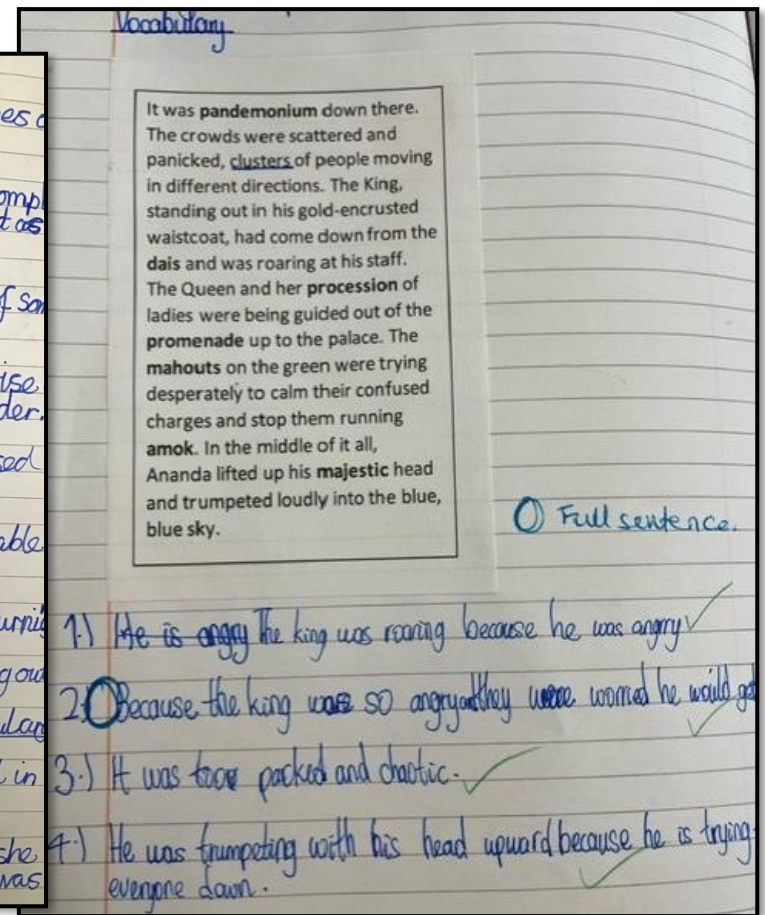
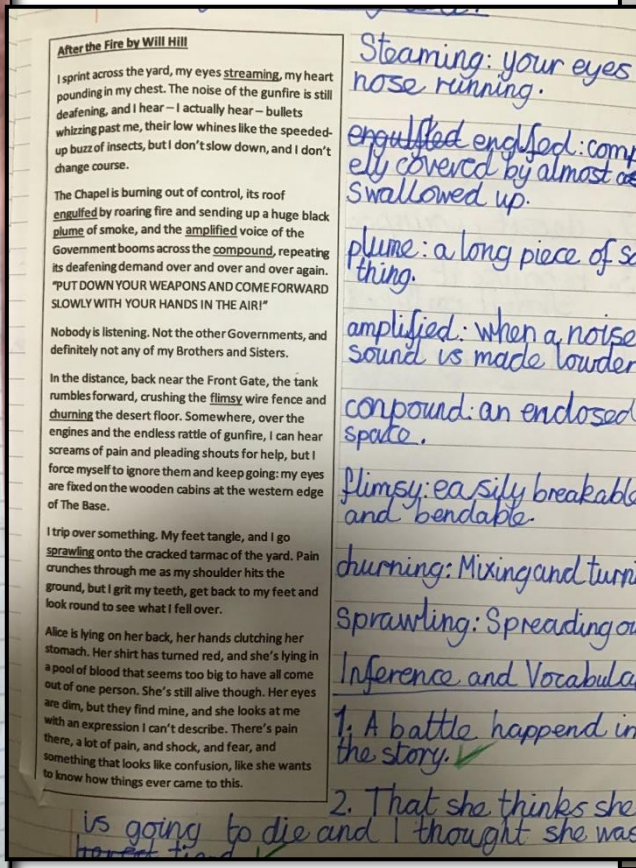
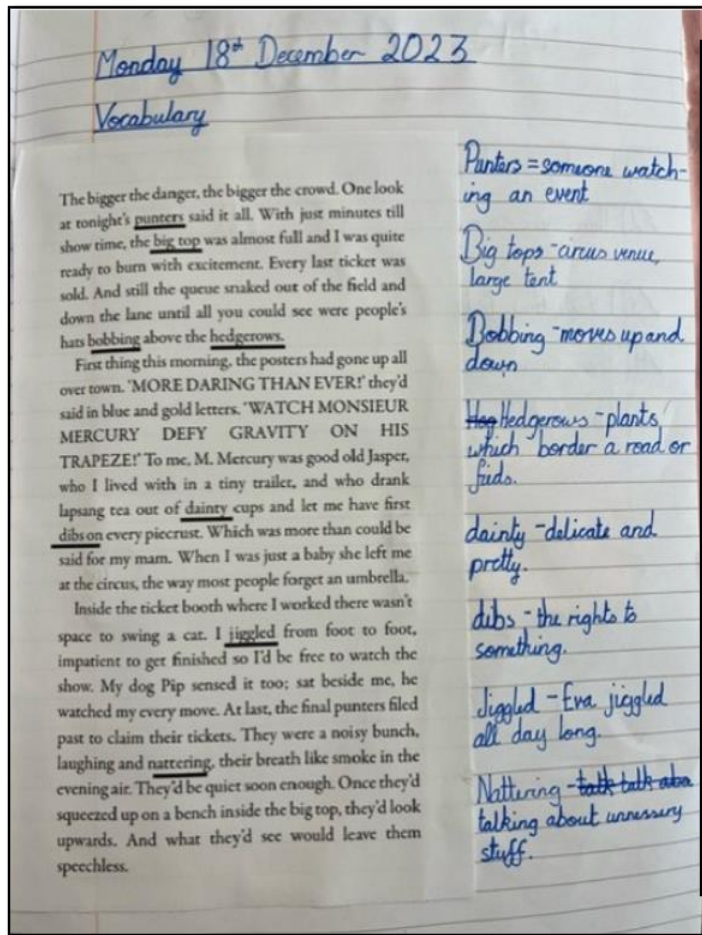




Reading Lesson 1

We have two reading lessons per week (in addition to any phonics teaching). The first reading lesson always explores new vocabulary from a selected text. Also in this lesson, children will answer questions on the same text that focus on developing a specific reading skill (See 'Reading Skills').

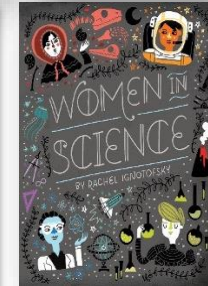
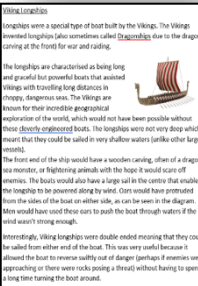
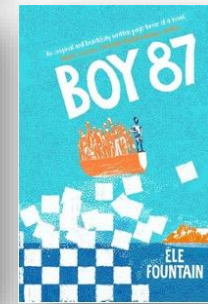
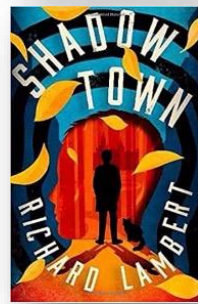
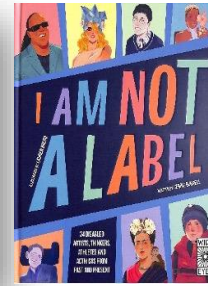
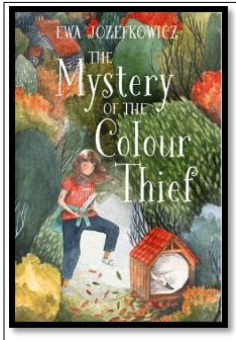
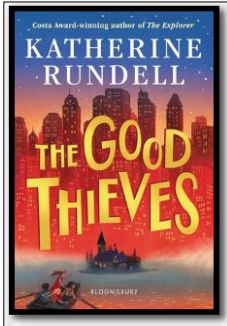
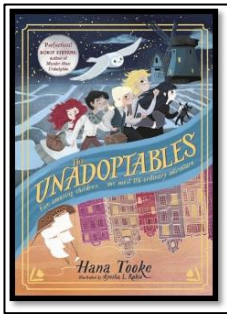
Below is an example of Y5 outcomes from Reading lesson 1.



Reading lesson texts

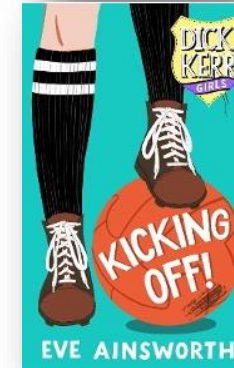
Each term, we choose different texts to base our reading lessons on. These texts come from various Y5 appropriate texts, many of which are shown here...

Autumn



Spring

Summer



Reading Lesson 2

The second reading lesson is an opportunity for children to answer questions from a different (often Non-Fiction) text that requires multiple reading skills (see 'Reading Skills'). This text/book explored in this second lesson will relate to another area of learning within the current curriculum including History, Geography, Science and RE

Below is an example of Y5 outcomes from Reading lesson 2.

Key s

Which reading principles have you explored today?	
Read read read	Reading rivers rule!
Find it!	I've seen this before!
Use the clues	Our teacher loves reading
Oooo that's new!	I love reading

Tuesday 7th November 2023
Topic Reading

In Flanders Fields


by John McCrae

In Flanders fields the poppies blow
Between the crosses, row on row,
That mark our place: and in the sky
The larks, still bravely singing, fly
Scarce heard amid the guns below.

We are the Dead. Short days ago
We lived, felt dawn, saw sunset glow,
Loved, and were loved, and now we lie
In Flanders fields.

Take up our quarrel with the foe:
To you from failing hands we throw
The torch; be yours to hold it high.
If ye break faith with us who die

We shall not sleep,
Though poppies grow
In Flanders fields.



Vocabulary
Find and copy a word from verse one that is cl
Scarce

In verse 3, find and copy two words that show carry on the fight. galling

Retrieval
Between which objects are the poppies grow
Why can't the larks be heard down on the g
Because of the guns

Why are the soldiers passing on the torch?
one hand and one being

Inference
Look at these lines from verse two:
"We lived, felt dawn, saw sunset glow
Loved, and were loved"
What do these lines tell you about the me
They really miss their

Author's use of language
What is the purpose of repeating the phra
to make it more dramatic

Which reading principles have you explored today?	
Read read read	Reading rivers rule!
Find it!	I've seen this before!
Use the clues	Our teacher loves reading
Oooo that's new!	

Tuesday 5th December
Topic Reading Hanukkah

- 1) Torah
- 2) Dreidel
- 3) Latkes latkes
- 4) Nine candles in total
- 5) 17.5 million vocabulary

- 1) The word means something people or you do yearly annually or daily like a mini celebration
- 2) A heroine is a story of Judith
- 3) basically you are very famous or like lots of people know you.

Inference

- 1) Because he saved someone's village from being attacked by syrian soldiers
- 2) Yes because they get to have presents every day of hanukkah and eat good food like latkes and latkes. But they also play dreidel.

~~Summense~~

- 1) They have one present on each day of hanukkah and eat frit foods and play dreidel with sweets

Explain

- 1) To teach you about hanukkah
- 2) Because the 1st part of a facts and a answer
- 3) So good they eat games they play things they read.

Chinese New Year

Chinese New Year (often referred to as the Spring Festival) is a traditional celebration in China centered around the beginning of a new year, the ending of winter and the arrival of spring. It is the biggest celebration of the year for Chinese people and for some other East Asian countries such as Malaysia, The Philippines and Cambodia. The date varies slightly from year to year but this year it will take place on 22nd January. The variation is due to the cycle of the moon—the celebration must begin on the day of a new moon between late January and early February. The duration of the festival is 15 days and comes to a close with the Chinese Lantern Festival.

Chinese people celebrate Chinese New Year in various ways, most of which are long-held traditions with some slight modern tweaks. Red envelopes (红包 hóng bāo) filled with money are often given to children to pass on good fortune and blessings for the upcoming year. Red is seen as a lucky colour in China so many of the celebrations will involve this. Cleaning is also a large part of the celebrations as Chinese people believe that having dust in your home represents oldness and staleness and prevents change and new beginnings from occurring. Coming together with family is very important during the celebration and during this time China faces one of the largest movements of humans on the Earth.

When families are gathered, a large feast is prepared and enjoyed. Typical food during this time includes: fish (鱼 yú) for good fortune and abundance, Chinese dumplings (饺子 jiǎo zi) for wealth and rice balls (汤圆 tāng yuán) for family reunion and unity. Families will highly decorate their house and the table with red and gold in preparation for the meal and will serve food from large pots in the centre of the table. People will wear their finest clothes and will often receive new clothes for the celebration.

Large celebrations are held outdoors for the end of the Chinese New Year, the Lantern Festival. During this time, parties and parades are held in the streets featuring music, dancing dragons and lions (huge puppet like creations), fireworks and the releasing of lanterns. In Ancient China, fireworks were believed to scare off evil spirits, and this tradition remains to this day with billions of fireworks being set off across the country.

AH Reading Principles

These are displayed in all classrooms and referred to by teachers – Ask your child about them!

We know reading at our school is great when...

Read read read!



Reading rivers rule!



Use the clues



I've seen this before!



Oooo that's new!



Our teacher loves reading



Find it



Reading Skills

Vocabulary:

- uses a range of strategies to identify the meaning of new vocabulary
- identifies examples of effective description that evoke time or place commenting both on word and sentence choice
- notes words and phrases in pre twentieth century writing which have changed their meaning over time

Retrieving:

- comments on use of language using terminology including onomatopoeia, metaphor, personification - identifies key words and phrases as evidence when making a point
- identifies how the author signals change in the narration, time and place and notes the effect that this has on them as the reader
- retrieves information, referring to more than one place in the text, and where there is competing (distracting) information
- comments on how a character is built and presented, referring to dialogue, action and description
- **identifies and compares underlying themes in a range of narrative texts e.g. can track words/phrases linked with the theme throughout a narrative and note how the author keeps reinforcing the theme throughout.**
- **identifies how an author varies pace by using direct or reported speech at different points in a story**
- notes how cohesion is achieved in different ways
- retrieves, records and presents ideas from non-fiction in a different format e.g. retrieves information from a report to inform a persuasive text
- identifies precision in the use of technical terminology and considers the different reasons for why an author might use this e.g. for genuinely informative reasons, or to 'bamboozle' the reader!

Inferring:

- provides evidence of characters changing during a story and discusses possible reasons where reasons are not obviously stated in the text
- recognises that characters may have different perspectives in the story
- considers the time and place where a story is set and looks for evidence of how that affects characters' behaviour and/or plot development
- explores in-depth the meaning of particular multi-layered (figurative) word/phrases, deciding what effect the author most probably intended on the reader and justifying this with further evidence from the text
- **analyses characters' appearance, actions and relationships and makes deductions about differences in patterns of relationships and attitudes**
- **identifies examples of dialogue that show different degrees of formality and considers what this implies about the relationships and context**
- summarises ideas across paragraphs, identifying key details that support the main ideas
- shows understanding through emphasis, intonation and volume when performing
- identifies conventions across a range of non-fiction text types and forms e.g. *first person in autobiographies* and can identify where a common convention has been broken/breached/ignored! Offer reasons for why the author may have chosen to do this

Predicting:

- identifies whether changes in characters met or challenged the reader's expectations

Comparing:

- identifies balanced or biased viewpoints and discuss texts which explore more than one perspective on an issue
- checks whether viewpoint changes in the story

Analysing:

- **analyses paragraph structures in similar texts noting and commenting on similarities and differences**
- analyses the structure of more complex non-linear texts (fiction and non-fiction/ print or electronic) e.g. *stories with flashbacks or other time shifts; hyperlinked web pages*

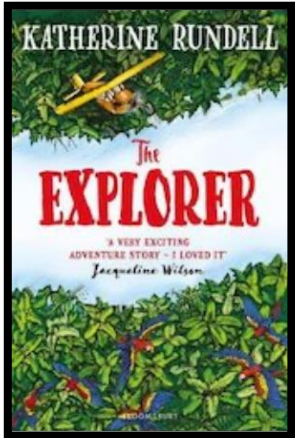
Summarising:

- summarises main ideas from more than one text to support note taking

Children at Almond Hill know that reading is not just about saying the words on the page. Many different skills are involved in the process of becoming a fluent reader. Here you can see all of the Y5 skills required to become an age-related reader. The bold statements show skills that children working at greater depth require.

Class Readers

Each class reads books together for pleasure across the year. This is called the 'Class Reader'. Class reader's will be selected by the teacher and children from the following age-appropriate choices.



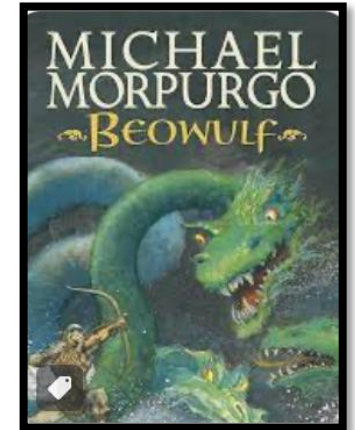
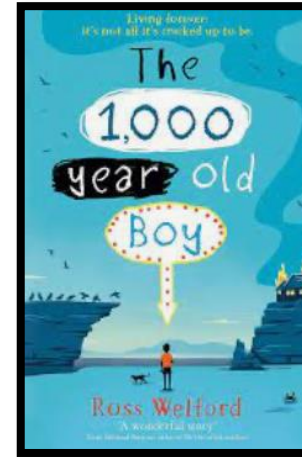
The Explorer
by Katherine Rundell

Plague: Outbreak in London, 1665 - 1666
by Tony Bradman

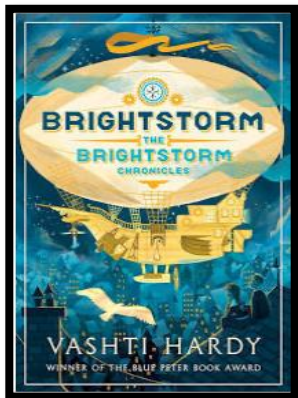


The Last Firefox
by Lee Newbery

The 1,000-year-old Boy
by Ross Welford

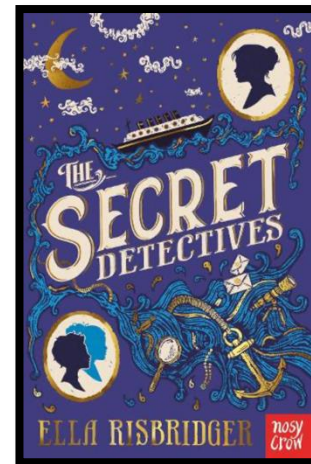
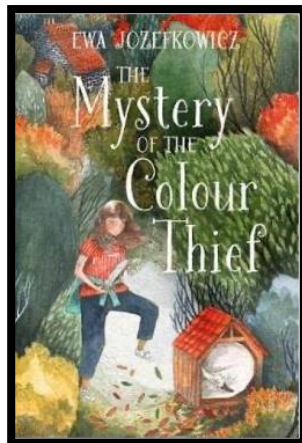


Beowulf
by Sir Michael Morpurgo



Brightstorm: A Sky-Ship Adventure
by Vashti Hardy

The Mystery of the Colour Thief
by Ewa Jozefkowicz



The Secret Detectives
by Ella Risbridger

Countdown to Yesterday
by Shirley Marr



Show Us Who You Are
by Elle McNicoll

Reading fluency

Fluency in reading is the ability to read with accuracy, speed and suitable expression which ultimately help children strengthen their comprehension skills.

Children develop their ability to read and become fluent readers through weekly lessons offering a range of reading activities.

Some children may be offered our 'Reading Fluency Programme' which is held in small groups twice weekly as an intervention to further support those identified as having gaps in their reading fluency.



Class library areas

Although varied in size and layout, all class libraries at Almond Hill meet the environment standards as stated in our Teaching, marking and feedback policy.

In all class libraries you will find...

- A wide range of books from various genres to suit all readers
- A welcoming space
- Teacher recommendations
- A reading river to support children in recall of previously explored texts



Differentiation

To ensure that all children, regardless of reading and comprehension ability, access and learn from quality texts, we implement a range of adaptations in our reading lessons.

These include but are not limited to...

- Use of technology (OneNote)
- Immersive reader - Where pc reads text to children
- More/less and differentiated texts
- Recording answers in different ways

