



Weston Park Primary School

Reading Overview 2022-2023

Autumn 1 (7 weeks) Monday 6th September — Friday 22nd October					Year 5
	Key text	Supporting texts	NC skills	Expected outcomes	Reading taught elsewhere (Eg: WAGOLL, text immersion, research in topic, P4C links)
Wk 1	Who Let the God's Out Chapter 1-3 Quest	Chimera WAGOLL	*prediction *summarising *inference of feeling	*explain character's action and motives *using inferences to make predictions that will engage them in the class reader	*features of a descriptive paragraph using Chimera WAGOLL * * Science—Isaac Newton text (forces)
Wk 2	Quest	Perseus WAGOLL Class reader – chapters 4-7	*give justifications for predictions *sequence events in a book based on images (big vs little picture) *ask questions to improve our understanding of the text *using evidence from the text to write in role	* Write in role as the boy or girl in Quest	*narrative structure, descriptive language, character development and setting in Perseus WAGOLL *History—retrieval and summary of facts about democracy, architecture, sport, language in Ancient Greece
Wk 3	Who Let the God's Out Chapter 8-10	Underworld / Greek God of the Dead—non fiction The Ferryboat Man Poem	*summarising *retrieval of facts *choice of language and effect on reader *participate in conversations about poetry Link: WLTGO journey to Hades	*using a range of texts including non fiction and poetry to further understand the setting and characters in the class reader eg/ Hades/Underworld/Charon.	*History—retrieval and summary of facts about Theatre & Performance, Ideas & beliefs, Knowledge *R.E./P4C—100 dresses linked to belonging
Wk 4	<i>Parthenon Deepening Understanding</i>	Who Let the God's Out Chapter Chapters 11-13 class reader	*retrieval *meaning of words in context *inference	* Develop their knowledge of the history of Greece in the context of Athens	
Wk 5	<i>Who Let's the God's Out Chapter 14/15</i>	Non Fiction texts about mythical gods eg/ Hermes, Zeus Michael Rosen—Lost poem	*Reading into Writing *make predictions using details implied to inform writing the next chapter *retrieval *inference *prepare notes to present (factfile on a God – extended write).	* Make predictions about the end of Who Let the God's Out and retrieve facts about characters to write the ending of the class novel	*P4C—explore the theme of belonging through the poem 'Lost'.
Wk 6	Malfeasance	Who Let the god's Out up to chapter 22	*prediction *author's choice of language *compare texts (Fearless Traveler's Guide) *extended write using features identified to describe fear	* Write a metaphoric poem using figurative language	*Art — reading session on Michael Cardew as part of artist study for pot making (retrieval, inference)
Wk 7	Malfeasance Who Let the God's Out 23 to end	Tower of London text	* extended write redraft, edit *write a book recommendation	* Develop knowledge of the setting in London and Tower of London linked to Who Let the God's Out * Use summarising, quotes and justification to promote the class reader Who Let the God's Out	



Weston Park Primary School

Reading Overview 2021-2022

Autumn 2 (7 weeks) Monday 1st November — Friday 17th December					Year 5
	Key text	Supporting texts	NC skills	Expected outcomes	Reading taught elsewhere (Eg: WAGOLL, text immersion, topic)
Wk 1	Beetle-boy Chptr 1-3	Amelia W WAGOLL	<ul style="list-style-type: none"> *prediction using inferencesx2 *meaning of words in context <li style="padding-left: 20px;">*summarising *inferences of character's feelings 	<ul style="list-style-type: none"> * Understand that Beetleboy is a mystery text with clues that need to be discussed and analysed in order to understand the text. * Recognise that inference around the characters in the book are key to solving the mystery. 	
Wk 2	Beetle-boy Chptr 3-4		<ul style="list-style-type: none"> * Inference of character—character studies for Bertolt, Virginia and Dr Cuttle 	<ul style="list-style-type: none"> * Create a character study for key characters to continue throughout the half term 	PSHE—linking bullying to Beetleboy (Virginia/Bertolt, friendship)
WK 3	Deep-ending Under-Understanding Galapagos	Beetleboy class novel	<ul style="list-style-type: none"> *retrieve and record info from non fiction *use inference and evidence to expand on an explanation 	<ul style="list-style-type: none"> * Recognise the link between key words in questions, retrieval and texts and how to answer a closed question * Recognise the link between key words in questions, inference of a text and how to use power of 2 or 3 to answer a question depending on what is expected 	*RE—interpretation text and drama role play
Wk 4	Non Fiction Beetle-boy Hand-book	Barak O inauguration speech WAGOLL Beetleboy class novel	<ul style="list-style-type: none"> *make inferences *answer questions about a text 	<ul style="list-style-type: none"> * Using retrieval to develop note taking skills * Recognising factual vs figurative language * Identifying relevant facts to use when planning a factual, cohesive paragraph 	
Wk 5	The Journey	Beetleboy class novel	<ul style="list-style-type: none"> *character's feelings *inference 	<ul style="list-style-type: none"> * Using evidence from the pictures and text to make predictions about the text * Using evidence from the pictures and text to infer the feelings and actions of characters 	*English speech writing/ Computing film project—non fiction texts linked to beetles, their habitats and the environmental benefits of eating bugs rather than other foods *P4C—migration linked to The Journey
Wk 6	The Journey	Beetleboy class novel	<ul style="list-style-type: none"> *how presentation contributes to meaning *wider themes/conventions *inference *justifying answers 	<ul style="list-style-type: none"> * Recognising how picture books add meaning to the story through their pictures and can tell a story sometimes separate to the text/perspective of characters * Explore the theme of migration/refugees as a foreshadowing of the spring 2 topic 	
Wk 7	Limericks	Beetleboy class novel	<ul style="list-style-type: none"> *identify features and form of limericks and compare to other opens read <li style="padding-left: 20px;">*book recommendation for Beetleboy 	<ul style="list-style-type: none"> *poetry has different forms *using summarising, quotes and evidence in texts to recommend a book 	



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Reading Overview 2021-2022

Spring 1 (7 weeks) Monday 4th January – Friday 18th February					Year 5
	Key text	Supporting texts	NC skills	Expected outcomes	Reading taught elsewhere (Eg: WAGOLL, text immersion, topic)
Wk 1	Running Wild chapter 1	Alma –film	-prediction 1st paragraph -summarising chapter 1 - words in context chpt2 (elephant)	* Understanding the present and past narrative for Will in Indonesia and his memories of home * Developing vocabulary to engage with the text and write effectively about it	*English: Alma, film—figurative language and setting
Wk 2	Running Wild Chapter 2	Alma –film	-draw inferences linked to show not tell p.50 tsunami -evaluate language -author's language choice -summarising	* Develop an understanding of Will's character * Recognise how show not tell is used to create suspense (links to Alma) * Understand the geographical location of the novel and it's impact of the story eg/ links to geography, Ring of Fire and earthquakes/tsunamis	*Geography—Case study St Helens (retrieval and write a non chronological report) *English : Alma—film—show not tell to create suspense *English Pic Processor: tsunami
Wk 3	Deepening Understanding/ Earthquakes	Running Wild Chapter 3	*meaning of words in context *retrieval of facts *inference	* Develop their knowledge of natural disasters/earthquakes linked to Geography	
Wk 4	Malin Kundang (Indonesian folktales)	Aina-Kizz Sayed's Boots Running Wild Dreadful Menace—poem WAGOLL	*discuss and explore themes and conventions *understand the meaning of words in context *retrieve *draw inferences about characters feelings and actions and justify these with evidence from the text	* Compare and identify common and different themes across the three folktales * Develop a deeper understanding of the country, Indonesia, that Running Wild it set * Recognise that folktales are narratives with a lesson/moral	*English—figurative language linked to Dreadful Menace film, dual perspective, metaphor, themes/conventions
Wk 5	Caledonia (songs)	Running Wild Chapter 4.	*justify my views about a song *identify the theme of a song	*	*PSHE—Basic First Aid, retrieve key facts about how to treat bleeding and be safe.
Wk 6	Deforestation Texts	Running Wild Chptr 5. 'Rang 'Tang in my bedroom—advertisement	*explore themes/conventions of Deforestation *justification and discussing in class *debating ideas *retrieval and note taking	* Develop their knowledge of Deforestation linked to Running Wild * Develop their knowledge of animals of Indonesia, particularly orangutangs to further understand end of Running Wild chapter 5.	*Geography—extended write linked to Tornado Valley. Retrieval of facts using non fiction and videos.
Wk 7	Running Wild (Non Fiction)	Running Wild Class reader Chptr.6	asking questions -retrieval and organising information -presenting information about the impacts of Deforestation	* Non chronological report about deforestation ad it's effects on Indonesia to further understand the context of Running Wild	



Weston Park Primary School

Reading Overview 2021-2022

Spring 2 (6 weeks) Space and Migration

Monday 28 Feb — Friday 8th April

Year 5

	Key text	Supporting texts	NC skills	Expected outcomes	Reading taught elsewhere (Eg: WAGOLL, text immersion, topic)
Wk1	Newspaper Reports x2	International Culture Day <i>Alaskan Folktale</i> World Book Day Running Wild Chapter 7	International Cultural Day: x 1 * Wide range of texts * Infer character's feelings * Discuss and evaluate how author's use language eg/ figurative language and impact on reader World Book Day: x 1 * Ask questions to improve understanding Newspapers: x2 * How presentation, language and structure contribute to meaning	International Cultural Day: *read a text from Inuit culture World Book Day: * Missing person report for the teacher's character on WBD Newspapers: link to English/writing * Locating information and using it to justify answers to questions * Transferring conventions of newspapers into their writing * Understanding and using language, structure and presentation effectively in their newspaper writing	
Wk2	Non chron Reports x4	Running Wild Chapter 8	Newspapers: * Retrieve and record from non fiction x 2 * Conventions for non fiction writing x 1 * Distinguish between statements of facts and opinions x 1	Newspapers: *answering multi-choice questions *specific retrieval questions based on passages *comparing a newspaper with a familiar fiction piece like a folktale (venn diagram—similarities and differences) *analyse several newspapers and identify facts from opinions in a table or chart	Orangutangs, Deforestation, Borneo (Running Wild) World book Day — hotseating/ interviewing skills linked to newspapers. (I do—teacher ; write a paragraph for a class newspaper). Link—writing titles to get reader's attention (missing person)
Wk3	The Highwayman	Running Wild Chapter 9	*ask questions to improve understanding *participate in discussions *continue to read and discuss a wide range of poetry *understanding the meaning of words in context *provide reasoned justifications of their views	*analyse the character of the highwayman to identify what his character is like *interview the class teacher (hot seat) *analyse the characters of Bess and the highwayman *analyse the poem and identify words they do not know *discuss and define what a highwayman is vs a robber	
Wk4	The Highwayman	Annabelle Lee Running Wild Chapter 10	*draw inferences from character's feelings and actions *discuss and evaluate how authors use language including figurative language *make comparisons within and across books *identify and discuss themes and conventions *I can make predictions from details stated or implied about a poem	*recognise figurative language vs formal language x 1 *compare the themes of the Highwayman and Annabelle Lee x 3	
Wk5	Fantastic Beasts	Running Wild Postscript (end)	*summarising x 4	* Building independence with summarising across several sessions using the power of three	
Wk6	Running Wild		*recognising how author's use language and composition to create effective book recommendations *summarising *asking questions to develop understanding *book recommendations x 2	*analysing a range of book recommendations for language, structure of paragraphs and use of quotes for promotion x1 *creating a summary of the book (show not tell) x1 *using hot seating (children) to interview for quotes x1 *write a book recommendation for Running Wild x2	



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Reading Overview 2021-2022

Summer 1 (6 weeks) Monday 25 April—27 May 2022					Year 5
	Key text	Supporting texts	NC skills	Expected outcomes	Reading taught elsewhere (Eg: WAGOLL, text immersion, topic)
Wk1	Street Child Chapter 1	WAGOLL—Zoe's Diary (workhouse/allotments)	Street Child *prediction based on the title page *inference based on the blurb *prologue - inference/prediction. *multiple choice exam questions	*uses clues to deduce that Jim is a boy in Victorian English who lives on the streets *develop understanding from Street Child and Zoe's Diary that life could be hard for poor children in Victorian English (eg/ workhouse, street living, relying on cooperatives) *become more proficient in answering questions where there is a choice (deducing an answer) *recognise the features of a diary compared to other text types (English)	History—Diary Entry—Milestones Trip
Wk2	Street child Chapter 2-3	Beetleboy (to inform a diary entry) Street Child Chapters 4-6 class novel	Street Child *justify my ideas using evidence from the text *draw inferences from character thoughts and actions Beetleboy *retrieval *summarising key points	Street child *develop an understanding of the life of a child in the Victorians Streets compared to childhood in modern times Beetleboy *capture main points to use in an innovated diary entry	History—Home Life—Victorians—Extended Write
Wk3	Street Child Chapters 7-10	Texts about Victorians schools	Street child *predict what might happen from details implied (conscience alley, should Jim stay or go?) chapter 8—see teacher guide *author's language choices and impact on the reader linked to London chapter 9—see teacher guide *retrieve, locate and deduce the meaning of words from context (linked to testing skills) - see teacher guide—chapter 10	*capture main points to write a diary entry from Jim's perspective about escaping *develop vocabulary to use in their diary writing and to describe Victorian London	History—extended write—schools. Link to Milestones school house (photos, role play from trip)
Wk4	Their Shoes: My Life as a Victorian Maid (Bug Club: differentiated paragraphs for SEND)	<i>Street child Chapters 11-17 class novel</i>	In Her Shoes: My Life as a Victorian Maid *meaning of words in context *how language, images and presentation contribute to meaning *summarising/retrieval to present information	*recognise features of non chronological reports *identify an increasing range of presentational devices such as diagrams, speech bubbles, fact files, photos and captions and how they add meaning and increase engagement for the reader *develop their understanding of what life was like for Victorian children who were required to work (eg/ house maid)	History—extended write—workhouses
Wk5	Their	<i>Street child Chapter 18-23 class novel</i>	In Her Shoes: My Life as a Victorian Maid	*further develop their vocabulary to use in their writing	Science—texts explaining the lifecycles of insects and amphibians. Detective, second and summer