

St James' C of E Academy Reading Coverage Year 5

'Pupils are familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction.' Ofsted 2019

This cohort reading coverage forms part of the St James' Reading Progression Plan.

It shows the books chosen to develop a love of reading, encouraging children to read age-appropriate books with confidence and fluency whilst demonstrating understanding of texts through inference, prediction, clarifying, questioning and summarising.

This shows details of books to cover six aspects of reading: Reading for pleasure, Reading aloud to children, independent reading and home/school reading, Guided reading, Shared reading as part of teaching sequence, Core reading texts to support learning across the curriculum.

It suggests a range of genres to ensure pupils are introduced to a broad selection of high-quality fiction, poetry and non-fiction (beyond the confines of topics being taught).

Coverage includes a number of books developing empathy, exploring a range of issues which may introduce pupils to different experiences in a safe way.

Reading for pleasure

Intent	Create a reading culture where children are exposed to a range of high-quality texts in a variety of contexts and have opportunities to browse literature, as well as structured reading activities. To build preferences in reading and to choose to read. To recognise authors and styles of reading that individuals enjoy. Engage in book discussion in a range of contexts, alongside both adults and peers. Share and recommending a range of books.
Implementation	All reading contexts contribute to developing reading for pleasure. STAR (sit together and read) reading session at least once a week.

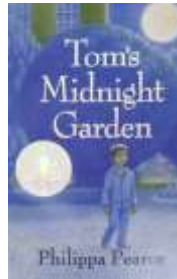
Reading aloud to children

Intent	Exposing children to challenging and archaic texts, e.g., language, themes
Implementation	Exposure to quality books for a minimum of ten minutes every day. Development of a reading spine (to be added to as year progresses).

Core Texts:

Genres:

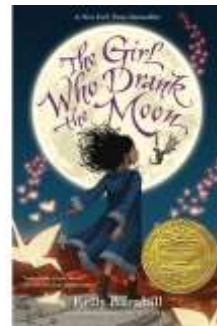
Historical fiction
Imaginary Worlds
Thrills & Chills
People and Places
Different cultures
Classic stories
Archaic language
Literary heritage
Poetry
Empathy
Significant author
Non-fiction



Autumn 1: Tom's Midnight Garden



Autumn 2: The Lion, the Witch and the Wardrobe



Spring 1: The Girl Who Drank the Moon

The Girl who Drank the Moon - update - the book not enjoyed by 2021/22 cohort - did not finish - no class copies ordered due to this

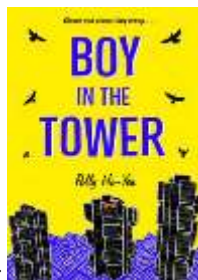
Spring 2: Who Let the Gods Out?



2021/22 Cohort enjoyed but difficult to get through whole book in a half term.





Summer 1: Stig of the Dump



Summer 2: The Boy in the Tower



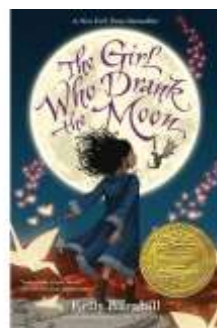
Stepping Stones - Refugees

	 <p>Kensuke's Kingdom</p>
Independent reading and home/school reading	
Intent	<p>Reading age appropriate books, including whole novels.</p> <p>Widening the range and challenge of books they read, including texts from a wider literary heritage.</p>
Implementation	<p>Pupils taught how to choose books thoughtfully, encouraging them to select from an age-appropriate range.</p> <p>Teachers monitor range and genre of books through reading records, also through opportunities to share and recommend books to others.</p> <p>Opportunity to take home a library book to share for pleasure in addition to personal reading book.</p>
Whole Class Reading- Destination Reader	
Intent	<p>To teach the comprehension and decoding skills required to achieve age related expectations (as detailed in National Curriculum)</p> <p>Also to extend vocabulary</p>
Implementation	<p>Daily 30 minute Destination Reader reading sessions: teacher working with at least one group per day to extend comprehension through inference, prediction, clarifying, questioning and summarising -pupils grouped by need rather than ability</p> <p>An increasing expectation of written recording of understanding through KS2</p>
Core Texts:	 <p>Autumn 1: Tom's Midnight Garden</p>

Autumn 2: The Lion, the Witch and the Wardrobe

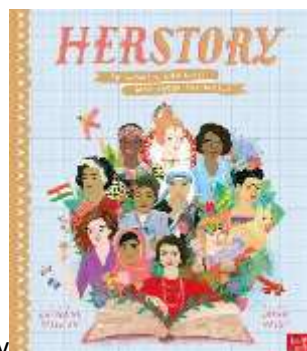


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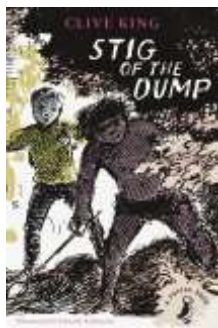
Her Story



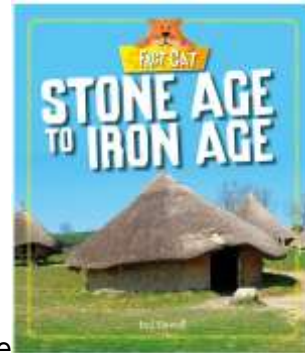
Spring 2: Who Let the Gods Out?



101 Children's Poems



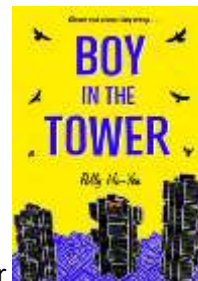
Summer 1: Stig of the Dump



Stone age to Iron age



The ug



Summer 2: The Boy in the Tower



Kensuke's Kingdom



101 poems

Shared reading as part of teaching sequence

Intent	Exposing children to a high-quality text model in a variety of text types, as models for writing at a higher level than all children could access independently					
Implementation	First week of each teaching sequence: sharing the text, providing opportunities to respond to the text, provide opportunities to map and learn the text, exploring text structure, summarise text features (reading objectives identified on sequence planning)					
	Autumn 1- Music now and then	Autumn 2- Fairground	Spring 1- Earth and Space	Spring 2- Ancient Greece	Summer 1- Stone Age	Summer 2- Coasts

Intent	The skills of information retrieval should be applied in reading textbooks from across the curriculum and in contexts where pupils are genuinely motivated to find out information.
Implementation	Texts used as shared readers to link with topics across the curriculum, as introduction to a topic or to extend knowledge and understanding.

Assessment	
Assessment Evidence in order to assess impact	<p>Observations of reading behaviour & talking to pupils</p> <p>Home reading records/ DR Reading Album</p> <p>Target Tracker</p> <p>Verbal and written book reviews & recommendations</p> <p>Written responses to reading activities becoming more detailed and demonstrating progression in reading skills</p>