

**Text Map for Eagles Year 5**

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Reading for Pleasure Spine (inclusive &amp; diverse quality texts)</b>	Boy Overboard, Morris Gleitzman	A boy called Christmas, Matt Haig  Curiosity – roamer (link to space & science topic)	Sky song, Abi Elphinstone  Traction Man (picture book – fun link to science)	Clockwork – Philip Pullman The Girl of Ink & stars, Kiran Millwood Hargrave	Cogheart, Petr Bunzl  A Different Pond, Bao Phi (graphic novel)	Wild in the Wind,  Voices of the Future: Stories from around the world
<b>Reading Instruction</b>	Adventures of Odysseus, Hugh Lipton Everyday Magic, Jess Kidd (extract) 60 second speed read – revisiting method of comprehension	Who led the Gods Out (extracts), Maz Evans Amari & the Night Brothers, B B Alston (extract)	ICE TRAP, Meredith Hooper Pobble 365 image of houses on icy cliff Weather Weaver, Tamsin Mori (extract)	The Shark Caller, Zillah Bethel (extracts) Street Child, Berlie Doherty (extracts) Pobble 365	Street Child, Berlie Doherty Literacy Shed plus – worst jobs for kids (Victorian)	The Last Bear, Hannah Gold Tuesday, David Weisner The Wonder Garden You are Star dust (link to science)
<b>Writing</b>	Adventures of Odysseus, Hugh Lipton	Luna (digital text) Cosmic – extracts (link to science topic)	ICE TRAP, Meredith Hooper Shackleton’s journey, William Grill Quest	The Nowhere Emporium, Ross MacKenzie Voices in the Park, Anthony Browne	Oliver Twist and other tales by Valerie Wilding (podcast) Great Expectations (Abridged) The Whisp (refugee)	The Fantastic Flying Books of Mr Morris Lessmore, W E Joyce The Lost Words SDG articles – geographic The week junior
<b>Non-fiction/Topic texts</b>	Ancient Greece – Explorer Guide Greek Myths & Legends, Geraldine	So you think you’ve got it bad: life in Ancient Greek times	Explorers Guide/Treasury Floella Benjamin Attenborough’s Emperor Penguins Architect (linked to shelters)	Queen Victoria (V&A) In our Mothers’ house (PSHE – Diversity – families) Eyewitness Victorians You wouldn’t want to be a Victorian school child	Great Railway (video text) The Gazelle & the White Fox (Refugee week) Bluest of blues (photography in Victorian period)	Art pallet book (link to art week 6-10 <sup>th</sup> june)  Our Planet (Attenborough for kids)  Kitchener – WW1
<b>Poetry</b>	The Eagle, Tennyson Falling from the Sky: poetry of myths and legends	Remembrance poetry: Xmas poetry - Rossetti	I am the seed which grew the tree (Poetry Anthology read throughout the year)	Charles Causley Poetry (victorian poetry)	The runaway train Cloudy soup	If I had a million Onions The Highwayman, Alfred Noyes

De-coding & word reading <b>&gt;2000 words</b>	Attention is paid to new vocabulary, both its meaning and correct pronunciation.		No direct teaching of word-reading skills is required for most children. They work out any unfamiliar words by applying their growing knowledge of root prefixes and suffixes (morphology and etymology).		Attention is paid to new vocabulary, both its meaning and correct pronunciation.	They read some of the exception words (Y5-6 list and similar).
Literal understanding & retrieval	Children can: discuss their understanding and explore the meaning of words in context;	ask questions which develop their understanding;	retrieve key details and begin to find quotations from a whole text;	They are learning to locate the author or poet's viewpoint, either where it is explicitly stated, or when it can be retrieved through using similar words and phrases;		understand some challenging vocabulary and its meaning within context, sometimes supported by using a dictionary or thesaurus.
Inferential reading skills	draw inferences independently, often justifying with textual evidence;	make predictions from implied details, both before and after events;	identify and discuss themes across a wide range of texts, both fiction, summarise main ideas;	identify and discuss themes across a wide range of texts - non-narrative and poetry; summarise main ideas;	make comparisons within and across texts, referring to both reference points;	discuss and explore the precise meaning of words and phrases in context.
Response to text	maintain positive attitudes to reading texts structured in different ways for a range of purposes;	during supported discussion, make comparisons within and across texts;	with guidance, distinguish between <i>fact and opinion</i> ;	discuss and evaluate how authors use language, considering the <i>impact on the reader</i> ;	begin to understand <i>figurative language e.g. metaphor, personification</i> .	Children extend their familiarity with texts to include <i>modern fiction, fiction from our literary heritage, and books from other cultures</i> ; during discussion, build on their own and others' ideas;

<b>Fluency and phrasing</b> <b>150 wpm</b>	Read aloud a wider range of age-appropriate poetry and other texts with accuracy and at a reasonable speaking pace;	read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity;	prepare readings using appropriate intonation to show their understanding;	notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly;	read silently and then discuss what they have read;	sight-read all Y3-4 exception words and some Y5-6 words (and similar) with automaticity.
-----------------------------------------------	---------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------	--------------------------------------------------------------------------------------------	-----------------------------------------------------	------------------------------------------------------------------------------------------