

## Year 5 Reading Overview Summer 1 A Visitor's Guide to Ancient Greece

		Monday	Tuesday	Wednesday	Thursday	Friday
Week 1		Bank Holiday Monday	<p>Modelled read pages 4-13 Book introduction What type of text is it? Why might people read it?</p> <p><u>LO To discuss words and phrases that capture the readers interest and imagination.</u></p> <p>LO To understand informal vocabulary in context. Extract-focus on pages 9-11</p>	<p>Echo read chapter 1. PG8-12 It was on the third... end</p> <p><u>LO To practice inference skills.</u></p> <p>Vocab check-</p> <p>Speedy read unfamiliar words-</p> <p>What is the weather like in Greece? Why should you buy a tunic? Why should you take spices with you?</p>	<p>Choral read selection</p> <p><u>LO To practice explaining.</u></p> <p>Explain why we need to pack baking soda and a sewing kit.</p>	<p><u>LO To retrieve and record information from non-fiction.</u></p> <p>Comprehension activity from Vocab Ninja- pre teach or consolidation of non-core understanding.</p>
Week 2		<p>Modelled read Extract given- pages 22-25</p> <p>Annotate/ text mark to give instructions for how it should be read aloud.</p> <p>Vocab check- tapestry, mosaic and any others children identify.</p>	<p>Echo read extract.</p> <p>Speedy reading pauper, liquid gold, dilute, amphora.</p> <p><u>LO To retrieve key information from text.</u> Quick retrieval of information.</p> <p>Modelled answering of a question- add to the working wall.</p>	<p>Choral read extract</p> <p>Speedy read any words as identified from other readings aloud- include CEW/ HFW here too.</p> <p><u>LO To use text to support explanations.</u></p> <p>How do illustrations support understanding?</p>	<p>Partner/ performance read extract.</p> <p>Speedy read any words as identified from other readings aloud- include CEW/ HFW here too.</p> <p><u>LO To visualise text.</u></p> <p>Draw and label food the ancient Greeks consumed. What are the uses of olive oil?</p>	<p>Reading for pleasure time- teachers to have time to listen to pupils read in this time.</p>

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Week 3		<p>Bank Holiday Monday</p> <p>Quick retrieval How do we use a contents page? How can we use titles and subtitles to navigate our reading? Quick retrieval questions using contents page.</p> <p>Modelled read Extract given p44-53</p> <p>Discuss how the extract needs to be read aloud. Model read</p> <p>Vocab check -add any others children identify.</p> <p>symposium</p>	<p>Quick retrieval How do we use a contents page? How can we use titles and subtitles to navigate our reading? Quick retrieval questions using contents page.</p> <p>Modelled read Extract given p44-53</p> <p>Discuss how the extract needs to be read aloud. Model read</p> <p>Vocab check -add any others children identify.</p> <p>symposium</p>	<p>Echo read extract</p> <p>Speedy reading</p> <p><u>LO To explore word etymology.</u></p> <p>Where do words come from?</p> <p>Teacher model how to find out where the words come from and which are Greek in origin. Why do you think the words had that meaning?</p>	<p>Echo read extract</p> <p>Speedy reading</p> <p><u>LO To explore word etymology.</u></p> <p>Where do words come from?</p> <p>Teacher model how to find out where the words come from and which are Greek in origin. Why do you think the words had that meaning?</p>	<p>Choral read extract</p> <p>Speedy read any words as identified from other readings aloud- include CEW/ HFW here too.</p> <p><u>LO To summarise from more than one paragraph.</u></p> <p>How could the chosen extract be summarised? What would the title be? Why would that be a suitable title?</p> <p>Children put the title in the middle of the page and retrieve key information about entertainment at the time.</p>	<p><u>LO To retrieve and record information from non-fiction.</u></p> <p>Comprehension activity from Vocab Ninja- pre teach or consolidation of non core understanding.</p>
Week 4	<p>Modelled read page 72-86</p> <p>Discuss how the extract needs to be read aloud. Model and echo this.</p> <p>Where do the pauses need to be? How would it be read for meaning?</p> <p>Annotate/ text mark to give instructions for how it should be read aloud</p> <p>Pupils identify key words/vocabulary</p>	<p>Echo read extract pages 72-75</p> <p><u>LO To explore vocabulary and its meaning.</u> Violent, trampled, original, seriously, opponent,</p> <p>How do the words add meaning to the text? How do they make the reader feel? Why is this?</p> <p>Explain and write a modelled answer together.</p>	<p>Echo read extract pages 72-75</p> <p>Speedy read any words as identified from other readings aloud- include CEW/ HFW here too.</p> <p><u>LO To summarise from more than one paragraph.</u></p> <p>What do we find out about the Olympics here?</p> <p>How important were the Olympics? Why?</p>	<p>Choral read pages 72-75</p> <p>Speedy read any words as identified from other readings aloud- include CEW/ HFW here too.</p> <p><u>LO To summarise from more than one paragraph.</u></p> <p>What do we find out about the Olympics here?</p> <p>How important were the Olympics? Why?</p>	<p>Partner/ Performance read</p> <p>Speedy read any words as identified from other readings aloud- include CEW/ HFW here too.</p> <p><u>LO To retrieve key information from text.</u> Use of extract to find and copy correctly answers to questions. Timed if possible to build stamina.</p>	<p>Reading for pleasure time- teachers to have time to listen to pupils read in this time.</p>	

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Week 5	<p>Modelled read pg 88-91</p> <p>Discuss how the extract needs to be read aloud. Model and echo this.</p> <p>Where do the pauses need to be? How would it be read for meaning?</p> <p>Annotate/ text mark to give instructions for how it should be read aloud</p> <p>Pupils identify key words/vocabulary</p>	<p>Echo read pg 88-91</p> <p>Speedy reading</p> <p>how could we break them down to read them?</p> <p><u>LO To identify meaning from the text.</u></p> <p>What have we read about? How is this significant for a civilisation? Make connections with learning in History.</p>	<p>Choral read</p> <p>Speedy read any words as identified from other readings aloud- include CEW/ HFW here too.</p> <p><u>LO To retrieve key information from text.</u></p> <p>Give pupils an extract for them to retrieve and copy correctly the answers building on the skills taught last week.</p>	<p>Partner/ Performance read</p> <p>Speedy read any words as identified from other readings aloud- include CEW/ HFW here too.</p> <p><u>LO To explain using evidence from the text.</u></p> <p>Who was in charge in Ancient Greece? How do we know?</p>	<p><u>LO To retrieve and record information from non-fiction.</u></p> <p>Comprehension activity from Vocab Ninja- pre teach or consolidation of non core understanding.</p>
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