

## Year 5 Reading Overview Autumn 1 How Does a Lighthouse work? Roman Belyaev

Question stems for Year 5 comprehension						
	<p><b>2a Give or explain the meaning of words in context.</b></p> <p>Can you quickly find...in the dictionary and thesaurus? • What does this word/phrase/sentence tell you about the character/setting/mood? • By writing..., what effect has the author created? Do you think they intended to? • What other words/phrases could the author have used here? Why? • How has the author made you/this character feel by writing...? Why? • Find and highlight the word which is closest in meaning to ... • Find a word which demonstrates... • Can you rewrite this in the style of the author using your own words? • How have simile and metaphor been used here to enhance the text?</p>	<p><b>2d Make inferences from the text or explain and justify inferences with evidence from the text.</b></p> <p>What do you think... means? Why do you think that? Could it be anything else? • I think....; do you agree? Why/why not? • Why do you think the author? decided to...? • Can you explain why...? Can you give me evidence from somewhere else in the text? • What do these words mean and why do you think that the author chose them? • How does the author make you feel? • What impression do you get from these paragraphs?</p>	<p><b>2e Predict what might happen from details stated and implied.</b></p> <p>Can you think of another story with a similar theme? How do their plots differ? • Which stories have openings like this? Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story?</p>	<p><b>2f Identify and / or explain how information or narrative content is related and contributes to meaning as a whole.</b></p> <p><b>2g Identify and / or explain how meaning is enhanced through choice of words and phrases.</b></p> <p>What is similar/different about two characters? Did the author intend that? • Explain why... did that. • Describe different characters' reactions to the same event. • Does this story have a moral? • Which is better and why? • How is the text organised and what impact does this have on you as a reader? • Why has the text been written this way? • How can you tell whether it is fact and opinion? • How is this text similar to the writing we have been doing? • How does the author engage the audience?</p>	<p><b>2b Retrieve and record information or identify key details from fiction and non-fiction.</b></p> <p>Find the... in this text. Is it anywhere else? • When/where is this story set? Find evidence in the text. • Find the part of the story that best describes the setting. • What do you think is happening here? Why? • Who is telling this story? • Can you skim/scan quickly to find the answer?</p>	<p><b>2c Summarise main ideas from more than one paragraph.</b></p> <p>What is the main point in this paragraph? Is it mentioned anywhere else? • Sum up what has happened so far in... words/seconds or less. • Which is the most important point in these paragraphs? Why? • Do any sections/paragraphs deal with the same themes? • Can you find a text with a similar theme?</p>
	Monday	Tuesday	Wednesday	Thursday	Friday	

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Week 1					Individual readers, new reading records and expectations of home reading.	Individual readers, new reading records and expectations of home reading.  Reading for pleasure home readers given out.
Week 2	<p>How does a lighthouse work?</p> <p>Pages 4-9</p>	<p><u>Skill to be developed: To match vocabulary from the question to the text to find the answer.</u></p> <p>Model read pages 4-9 Discuss technical vocabulary and what it means using familiar words and their meanings. Does this always help with new words?</p> <p>Discuss how the book is set out, how is the information given? What type of text is it? Model and echo this.</p> <p>Annotate/ text mark to give instructions for how it should be read aloud.</p>	<p>Echo read selections from pages 4-9</p> <p><b><u>LO: To locate evidence from the text to support inference. (p4-5)</u></b></p> <p>Teacher to model how to vocalise aloud- the text says this, this means that... therefore it infers that...</p>	<p>Choral read selections from text as echo read the previous day.</p> <p><b><u>LO: To find and copy answers from the text (P8-9)</u></b></p> <p>Model finding answers in the text, highlight and copy correctly. Do we need to copy just a word/ phrase or put our answer into a sentence? What does the question ask us to do?</p>	<p>Partner read</p> <p><b><u>LO: To infer the meaning of vocabulary using clues.</u></b> (p8-9) Application of inference skills taught on Tuesday.</p>	<p><b><u>LO To retrieve and record information from non-fiction.</u></b></p> <p>Comprehension activity from Vocab Ninja- pre teach or consolidation of non-core understanding.</p> <p>Fair Trade</p>

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Week 3	<p>How does a lighthouse work? Pages 10-17</p> <p><i>Skill to be developed: skimming and scanning to find key words quickly (play fastest finger).</i></p>	<p>Modelled read retrieval of key technical vocabulary from previous reading. Model read pages 10-17.</p> <p>Identify new/ technical vocabulary in context. Staircase, lantern, withstand, viewing platform, optic, optic harnesses the power, flammable, skippers, dissipate, nautical miles, hazardous, visibility.</p> <p>Concentrate on optic harnessing the power. Where else would we find a harness? What is it used for and how is the word being used here?</p>	<p>Echo read extract from pages 10-17</p> <p>Speedy reading how could we break them down to read them?</p> <p><b><u>LO: To show where in the text there is evidence for inferences. (p10-11).</u></b></p> <p>Retrieve sentence stems from previous learning- the text says.... This tells me... so I can infer that...</p>	<p>Choral read extract</p> <p>Speedy read any words as identified from other readings aloud- include CEW/ HFW here too.</p> <p><b><u>LO: To give simple, clear answers.</u></b></p> <p>Teacher model identifying what the question is asking, how do we answer it clearly and succinctly?</p>	<p>Partner/ performance read</p> <p>Speedy read any words as identified from other readings aloud- include CEW/ HFW here too.</p> <p><b><u>LO: To make connections to understand a text.</u></b> (p16-17)</p> <p>What do we already know about lighthouses, use vocabulary read and explored to support this from working wall. How can we make connections between what has already been read and what we are now reading? Create webs to show how learning can be connected to support understanding. I know this because.... Earlier in the text I learn that.... Which helps me to understand... This happens as a result of...</p>	<p><b><u>LO To retrieve and record information from non-fiction.</u></b></p> <p>Comprehension activity from Vocab Ninja- pre teach or consolidation of non-core understanding.</p>

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Week 4	<p>Read pages 18-20 and 26-27</p> <p><i>Skill to be developed: To find and copy literal retrieval answers concisely.</i></p>	<p>Modelled read extract given</p> <p>Speedy reading HFW y5/6</p> <p><b>occur</b> <b>occurrence</b> <b>accompany</b> <b>according</b> <b>achieve</b> <b>aggressive</b> <b>forty</b> <b>ancient</b> <b>apparent</b> <b>occupy</b></p> <p>retrieval y3/4 words</p> <ol style="list-style-type: none"> <li>1. accident</li> <li>2. believe</li> <li>3. strange</li> <li>4. reign</li> <li>5. interest</li> <li>6. various</li> <li>7. possible</li> <li>8. grammar</li> </ol> <p>Model reading of the text. Key vocab speedy reading- navigational, visibility, location, accurate, characteristics. Note any words not understood.</p>	<p>Echo read extract</p> <p>Speedy reading as needed</p> <p><b><u>LO To identify words and meanings in context.</u></b></p> <p>Identify key vocab in the text and how it is used.</p> <p>navigational, visibility, location, accurate, characteristics.</p> <p>What does each word mean? How is it used? Word families, define words, addition of prefix, suffix etc How does this change the meaning of the words?</p>	<p>Choral read extract</p> <p>Speedy read any words as identified from other readings aloud- include CEW/ HFW here too.</p> <p><b><u>LO: To give simple, clear answers.</u></b></p> <p>Teacher model - I do identifying what the question is asking, how do we answer it clearly. Why is the colour of the lighthouse so important? retrieve information from the text to answer the question. How can we put it into an answer succinctly?</p> <p>WE DO Use modelled example on WW. How would we now answer this question using the same approach? How important was the placement of lighthouses?</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><b><u>LO: To give simple, clear answers.</u></b></p> <p>YOU DO Why were lighthouses built in different ways?</p>	<p><b><u>LO To retrieve and record information from non-fiction.</u></b></p> <p>Comprehension activity from Vocab Ninja- pre teach or consolidation of non-core understanding.</p>
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Week 5	<p>Read pages 28-31</p> <p><i>Skill to be developed: To find and copy literal retrieval answers concisely.</i></p>	<p>Modelled read extract given</p> <p>Speedy reading HFW y5/6</p> <p><b>occur</b> <b>occurrence</b> <b>accompany</b> <b>according</b> <b>achieve</b> <b>aggressive</b> <b>forty</b> <b>ancient</b> <b>apparent</b> <b>occupy</b></p> <p>retrieval y3/4 words</p> <ol style="list-style-type: none"> <li>1. accident</li> <li>2. believe</li> <li>3. strange</li> <li>4. reign</li> <li>5. interest</li> <li>6. various</li> <li>7. possible</li> <li>8. grammar</li> </ol> <p>Model reading of the text. Key vocab speedy reading- Note any words not understood. Withstand, storms that come rolling off the sea, conical, chamber, durable, foundations, automatically, practical people, extinguishes, essential, bird migration,</p>	<p>Echo read extract</p> <p>Speedy reading as needed</p> <p><b><u>LO To identify words and meanings in context.</u></b></p> <p>Identify key vocab in the text and how it is used.</p> <p>Withstand, storms that come rolling off the sea, conical, chamber, durable, foundations, automatically, practical people, extinguishes, essential, bird migration,</p> <p>What does each word mean? How is it used? Word families, define words, addition of prefix, suffix etc How does this change the meaning of the words?</p>	<p>Choral read extract</p> <p>Speedy read any words as identified from other readings aloud- include CEW/ HFW here too.</p> <p><b><u>LO: To give simple, clear answers.</u></b></p> <p>Why is a lighthouse built to be round and solid? Retrieve how these questions were answered last week using evidence from the text. Re-model as needed.</p> <p>WE DO Use modelled example on WW. How would we now answer this question using the same approach? Why do lighthouses no longer have a lighthouse keeper?</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><b><u>LO: To give simple, clear answers.</u></b></p> <p>YOU DO Why was being a lighthouse keeper such a difficult job?</p>	<p><b><u>LO To retrieve and record information from non-fiction.</u></b></p> <p>Comprehension activity from Vocab Ninja- pre teach or consolidation of non-core understanding.</p>
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Week 6	Extract from pages 32-35	<p>Modelled read extract</p> <p><b><u>LO To identify words and their meanings in context.</u></b> Pupils identify words that interest them and they need clarification of meaning of. May include, satellite, destination, reliable landmark, navigation, merchants, insignia.</p> <p>How would we summarise these last few pages of the book? How do they differ to what we have read before?</p>	<p>Echo read extract</p> <p>Speedy reading</p> <p>How could we break unfamiliar words down to read them?</p> <p><b><u>LO To make inferences about what is read.</u></b> Why do you think the author chose to write this book?</p>	<p>Choral read extract</p> <p>Speedy read any words as identified from other readings aloud- include CEW/ HFW here too.</p> <p><b><u>LO To retrieve information from texts.</u></b></p> <p>How are lighthouses still useful to sailors? Explain. How are lighthouses used today? Why are drones used to photograph lighthouses? Why was it important for lighthouses to be built? What duty do countries have today? Match agencies and which country they belong to for safe upkeep of lighthouses today.</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><b><u>LO To summarise what they have read from more than one paragraph.</u></b></p> <p>How would you summarise the book? Who do you think should read it and why? Create a book review to share with others.</p>	<p><b><u>LO To retrieve and record information from non-fiction.</u></b></p> <p>Comprehension activity from Vocab Ninja- pre teach or consolidation of non-core understanding.</p>
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Week 7	<p>Poetry Focus-linked to English writing this week.</p>	<p><u>LO To listen to and discuss a range of Poetry.</u> Skill to be developed: Cinquain prepare poems to read aloud and perform; show understanding through intonation, tone, volume and action; recognise different types of poetry; explore syllabic forms, kennings, free verse poems. Retrieve other poems familiar to the children from poetry week or previous years-</p> <p><b>Model read</b> Discuss how the poems and how they need 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>Fluency assessments to be completed this week RWInc phonics/ Freshstart assessments completed as needed.</p> <p><b>Complete reading How does a lighthouse work?</b></p>	<p>Fluency assessments to be completed this week RWInc phonics/ Freshstart assessments completed as needed.</p>	<p>LO To retrieve and record information from non-fiction. Comprehension activity from Vocab Ninja- pre teach or consolidation of non-core understanding.</p> <p>Teacher to choose what works best at this point in the term and add in here which one is used</p>	
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