



**Goosewell**  
Primary Academy  
Rise To Greatness

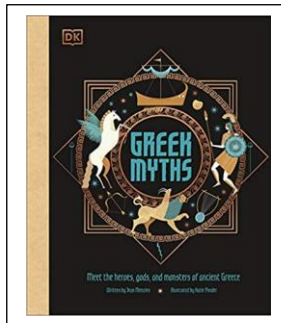
**Goosewell Primary Academy**  
**Reading Curriculum**

**Year 5 – Autumn 1**  
**Groundbreaking Greeks**

All of the VIPERS are taught within each 2-week block:

**V** = Vocabulary    **I** = Inference    **P** = Prediction    **E** = Explain / Empathise    **R** = Retrieval    **S** = Summarise

Cracking Comprehension / Literacy Shed Plus is used once every three weeks for a 2-day block.



**Greek Myths: Meet the heroes, gods and monsters of  
Ancient Greece by Jean Menzies**

**Key Vocabulary** – offspring, infuriated, honoured, trident

**Cross curricular links** – History

**National Curriculum Key LO:**

- Reading books that are structured in different ways and reading for a range of purposes.
- Recommending books that they have read to their peers, giving reasons for their choices.
- Asking questions to improve their understanding.
- Distinguish between statements of fact and opinion.



**Tales of the Greek Heroes by Roger Lancelyn Green**

**Key Vocabulary** – prophecies, oracle, immortals, tyrant

**Cross curricular links** – History

**National Curriculum Key LO:**

- Make comparisons within and across books.
- Explain and discuss their understanding of what they have read, including through formal presentations and debates.
- Participate in discussion about books that are read to them and challenge views courteously.
- Distinguish between statements of fact and opinion.



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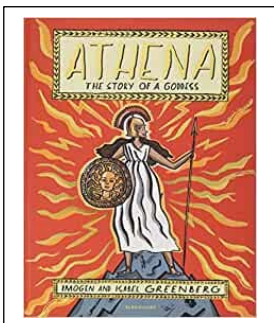
**Goosewell Primary Academy**  
**Reading Curriculum**

**Year 5 – Autumn 2**  
**Groundbreaking Greeks**

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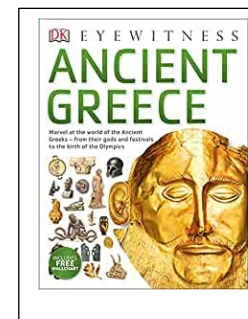
**Athena The Story of a Goddess by Imogen Greenberg**

**Key Vocabulary** – patron, wise, vain, weaver, humiliated

**Cross curricular links** – History

**National Curriculum Key LO:**

- Explain and discuss their understanding of what they have read, including through formal presentations and debates.
- Participate in discussion about books that are read to them and challenge views courteously.
- Increase their familiarity with a wide range of books.
- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of new words in context.



**Ancient Greece – DK Eyewitness**

**Key Vocabulary** – civilization, fortified, colonies, descendants

**Cross curricular links** – History

**National Curriculum Key LO:**

- Reading books that are structured in different ways and reading for a range of purposes.
- Distinguish between statements of fact and opinion.
- Identify how language, structure and presentation contribute to meaning.
- Ask questions to improve their understanding.



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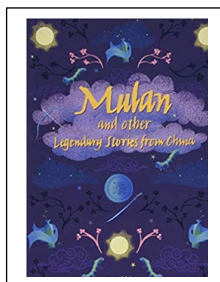
**Goosewell Primary Academy**  
**Reading Curriculum**

**Year 5 – Spring 1**  
**Dynamic Dynasties**

All of the VIPERS are taught within each 2-week block:

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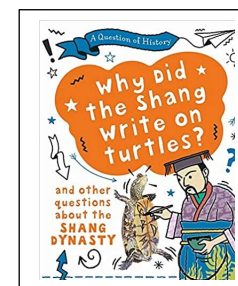
**Mulan and other legendary stories from China by Barbara Laban**

**Key Vocabulary** – inherited, accomplished, monotonous, opponent, surpassed, arduous

**Cross curricular links** – History and Geography

**National Curriculum Key LO:**

- Checking that the book makes sense to them by exploring the meaning of words in contexts.
- Summarise main ideas, identifying key details and using quotations.
- Increasing their familiarity with books from other cultures and traditions.
- Use evidence from the text to justify answers.



**Why did the Shang write on turtles? by Tim Cooke**

**Key Vocabulary** – ancestor, warfare, barbarian, oracle, vessel

**Cross curricular links** – History

**National Curriculum Key LO:**

- Identifying how language, structure and presentation contribute to meaning.
- Identify and comment on writer's purposes and the effect of the text on the reader.
- Understand, describe, select, and retrieve information, events or ideas from texts.
- Deduce, infer, or interpret information, events or ideas from texts.



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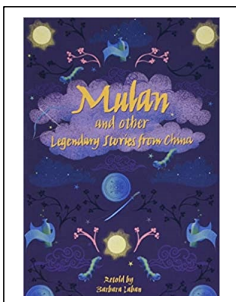
**Goosewell Primary Academy**  
**Reading Curriculum**

**Year 5 – Spring 2**  
**Dynamic Dynasties**

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**Mulan and other legendary stories from China by Barbara Laban**

**Key Vocabulary** – perished, feeble, brutal, precision, suspicions, unfazed, scorched

**Cross curricular links** – History and Geography

**National Curriculum Key LO:**

- Making comparisons within and across books.
- Discuss and evaluate how authors use language considering the impact on the reader.
- Provide reasoned justifications for their views.
- Identifying and discussing themes and conventions in and across a wide range of writing.



**Mae Among the Stars by Roda Ahmed**

**Key Vocabulary** – profession, succeed, graduated, practitioner

**Cross curricular links** – Science

**National Curriculum Key LO:**

- Predicting what might happen from details stated and implied.
- Drawing inferences such as inferring characters' feelings.
- Retrieve, record and present information from non-fiction.
- Summarising the main ideas drawn from one paragraph identifying key details that support the main ideas.



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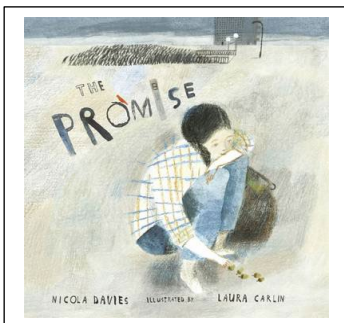
**Goosewell Primary Academy**  
**Reading Curriculum**

**Year 5 – Summer 1**  
**Sow, Grow and Farm**

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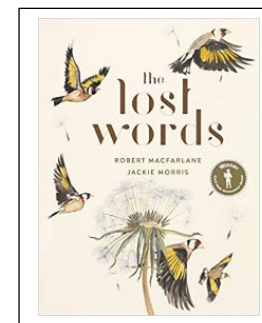
**The Promise by Nicola Davies**

**Key Vocabulary** – gritty, shrivelled, frail, abandoned, laced, scuttled, parched and blessing

**Cross curricular links** – Science and PSHE

**National Curriculum Key LO:**

- Continue to read and discuss an increasingly wide range of fiction.
- Increasing their familiarity with a wide range of books from other cultures and traditions.
- Identifying and discussing themes and conventions.
- Retrieve, record and present information from non-fiction.
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Provide reasoned justifications for their views.
- Recommend books that they have read to their peers.



**The Lost Words by Robert Macfarlane and Jackie Morris**

**Key Vocabulary** – summoning, vanish, vivid, conjuring, blizzard, gorse, coiled and hank

**Cross curricular links** – Science

**National Curriculum Key LO:**

- Reading books that are structured in different ways and reading for a range of purposes.
- Continue to read and discuss an increasingly wide range of poetry.
- Increasing their familiarity with a wide range of books.
- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
- Retrieve, record and present information from non-fiction.
- Provide reasoned justifications for their views.



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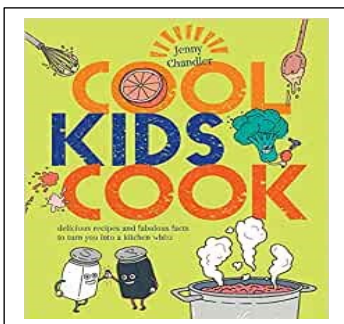
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**Sow, Grow and Farm**

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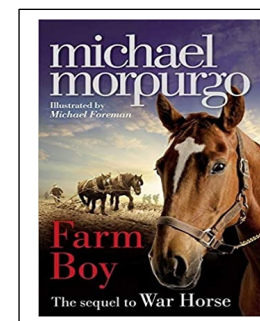
**Cool Kids Cook by Jenny Chandler**

**Key Vocabulary** – international, vital, resistant, paring, preserving

**Cross curricular links** – DT and Science

**National Curriculum Key LO:**

- Identifying how language, structure and presentation contribute to meaning.
- Increasing their familiarity with a wide range of books from other cultures and traditions.
- Distinguish between statements of fact and opinion.
- Retrieve, record and present information from non-fiction.



**Farm Boy by Michael Morpurgo**

**Key Vocabulary** – generations, contented, sturdy, ammunition, trenches, slaughtered, parish

**Cross curricular links** – Science

**National Curriculum Key LO:**

- Asking question to improve their understanding.
- Predicting what might happen from details stated and implied.
- Summarising the main ideas drawn from more than one paragraph.
- Participate in discussions about books.