HCAT Reading On a Page 2025/2026
Year 5

Suggested texts in white are fiction texts, suggested texts in blue are non-fiction and suggested texts in pink are poetry.

All **suggested** texts have been selected directly from the HCAT Reading Spine and reflect a balanced range of fiction, non-fiction, and poetry.
Should staff wish to select alternative texts they should fit within the appropriate Lexile range (875 – 1010).

Autumn 1

Example Suggested Key Texts	Suggested Extract	Focus
The lion, the witch and the wardrobe – C S Lewis	Chapter 1 – Lucy looks into a wardrobe	Portal into a magical world.
Amari and the night brothers – B.B Alston	Chapter 3	Introduces the fantasy world and Amari's sense of disbelief.
Ancient warriors – Stella Caldwell	The Vikings	Norse warriors and their legendary status in history.
Caribbean Dozen – Windrush Child – John Agard	Windrush Child	Poem captures the feelings of a child arriving in Britain from the Caribbean during the Windrush generation.

Decoding	To apply my knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words.
Fluency	To read aloud and perform, showing an understanding of intonation, tone volume and action. To read aloud with expression and intonation, considering punctuation, fluency and accuracy. To understand and identify when reading does not make sense and self-correct.
Retrieval	To scan different texts to find evidence to support answers to questions. To speed read or skim the text to understand the gist or main idea.
Inference	To identify a range of evidence to make predictions about characters. To infer and explain how a character's thoughts, feelings or motives have changed over the course of a text.
Reader Response	To refer to the text and use evidence to justify opinions and summarise responses.
Author Intent	To explain the author's techniques for describing characters, settings and actions.
Vocabulary	To discuss how authors use figurative language and the impact this has on the reader.
Poetry	To show an awareness of audience when reading out loud using intonation, tone, volume and action.
Non-Fiction	To distinguish between fact and opinion. To apply my knowledge of texts and organisational devices to retrieve, record and discuss information from non- fiction texts.

Autumn 2

Example Suggested Key Texts	Suggested Extract	Focus
Cogheart – Peter Bunzl	Chapter 2	Introduced Lilly's character to the mechanical world around her.
Nevermoor: The trials of Morrigan Crow – Jessica Townsend	Chapter 4	Brings the reader into a new world – setting the stage for magic and challenge.
The Humans: ancient civilisations and astonishing things they taught us – Jonny Marx	Inventions that changed the world	Themes about invention and engineering.
A Poem for Every Day of the Year – Emily Dickinson	Hope is the Thing with Feathers	Metaphor-rich poetry comparing how a bird dwells in the soul and continues to sing even in the hardest of times.

Decoding	To apply my knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words. To work out the pronunciation of homophones using the context of the sentence.
Fluency	To read aloud and perform, showing an understanding of intonation, tone volume and action. To read aloud with expression and intonation, considering punctuation, fluency and accuracy. To understand and identify when reading does not make sense and self-correct. To further develop an understanding of intonation, tone, volume and action to convey meaning.
Retrieval	To scan different texts to find evidence to support answers to questions. To speed read or skim the text to understand the gist or main idea. To sequence unknown paragraphs so they make sense. To find and select words and phrases across a whole text to find answers to questions.
Inference	To identify a range of evidence to make predictions about characters.To infer and explain how a character's thoughts, feelings or motives have changed over the course of a text. To categorise predictions as likely/unlikely based upon what has been read. To identify which causes are most/least likely based upon evidence in the text.
Reader Response	To refer to the text and use evidence to justify opinions and summarise responses. To participate in discussions about books that are read to them and those they can read for themselves, building on own and others' ideas and challenging views. To refer to the text and use evidence to justify opinions and summarise responses.
Author Intent	To explain the author's techniques for describing characters, settings and actions. To evaluate the use of author's language and explain how it has impacted the reader.
Vocabulary	To discuss how authors use figurative language and the impact this has on the reader.
Poetry	To show an awareness of audience when reading out loud using intonation, tone, volume and action.
Non-Fiction	To distinguish between fact and opinion. To apply my knowledge of texts and organisational devices to retrieve, record and discuss information from non- fiction texts.

Spring 1

Example Suggested Key Texts	Suggested Extract	Focus
The Explorer – Katherine Rundell	Chapter 1	Drop the reader straight into the survival situation, focusing on fear and leadership.
Journey to the river sea – Eva Ibbotson	Chapter 3	Descriptions of the amazon and Mayas emotional response.
A really short history of almost everything – Bill Bryson	Chapter – Exploration and discovery	Science, exploration and awe.
Ozymandias – Percy Bysshe Shelley	Ozymandias	A powerful sonnet about the ruins of a once-great king's statue.

Decoding	To apply my knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words. To work out the pronunciation of homophones using the context of the sentence.
Fluency	To read aloud and perform, showing an understanding of intonation, tone volume and action. To read aloud with expression and intonation, considering punctuation, fluency and accuracy. To understand and identify when reading does not make sense and self-correct. To further develop an understanding of intonation, tone, volume and action to convey meaning. To understand how conjunctions can be used to indicate a change of tone.
Retrieval	To scan different texts to find evidence to support answers to questions. To speed read or skim the text to understand the gist or main idea. To sequence unknown paragraphs so they make sense. To find and select words and phrases across a whole text to find answers to questions. To identify the main ideas from different paragraphs around a theme.
Inference	To identify a range of evidence to make predictions about characters. To infer and explain how a character's thoughts, feelings or motives have changed over the course of a text. To categorise predictions as likely/unlikely based upon what has been read. To identify which causes are most/least likely based upon evidence in the text. To recommend texts to peers based on personal choice.
Reader Response	To refer to the text and use evidence to justify opinions and summarise responses. To participate in discussions about books that are read to them and those they can read for themselves, building on own and others' ideas and challenging views. To refer to the text and use evidence to justify opinions and summarise responses.
Author Intent	To explain the author's techniques for describing characters, settings and actions. To identify and comment on expressive, figurative and descriptive language to create effect. To evaluate the use of author's language and explain how it has impacted the reader.
Vocabulary	To discuss how authors use figurative language and the impact this has on the reader.
Poetry	To show an awareness of audience when reading out loud using intonation, tone, volume and action. To learn a wider range of poetry by heart.
Non-Fiction	To distinguish between fact and opinion. To apply my knowledge of texts and organisational devices to retrieve, record and discuss information from non- fiction texts.

Spring 2

Example Suggested Key Texts	Suggested Extract	Focus
Wonder – R.J Palacio	Chapter – Driving (First day of school)	Auggie's nerves and thoughts link to fitting in.
Boy at the back of the class – Onjali Q. Rauf	Chapter 4	Introduced Ahmet and raises questions about refugee and belonging.
Greta's Story – Valentina Camerini	Different, but not less chapter	Explores a young person's impact on the world.
I Don't Like Poetry – Joshua Seigal	'I don't like Poetry' title poem.	Humorous poem which uses a child's voice to express scepticism about poetry

Decoding	To apply my knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words. To work out the pronunciation of homophones using the context of the sentence.
Fluency	To read aloud and perform, showing an understanding of intonation, tone volume and action. To read aloud with expression and intonation, considering punctuation, fluency and accuracy. To understand and identify when reading does not make sense and self-correct. To further develop an understanding of intonation, tone, volume and action to convey meaning. To understand how conjunctions can be used to indicate a change of tone.
Retrieval	To scan different texts to find evidence to support answers to questions. To speed read or skim the text to understand the gist or main idea. To sequence unknown paragraphs so they make sense. To find and select words and phrases across a whole text to find answers to questions. To identify the main ideas from different paragraphs around a theme.
Inference	To identify a range of evidence to make predictions about characters. To infer and explain how a character's thoughts, feelings or motives have changed over the course of a text. To categorise predictions as likely/unlikely based upon what has been read. To identify which causes are most/least likely based upon evidence in the text. To recommend texts to peers based on personal choice.
Reader Response	To refer to the text and use evidence to justify opinions and summarise responses. To participate in discussions about books that are read to them and those they can read for themselves, building on own and others' ideas and challenging views. To refer to the text and use evidence to justify opinions and summarise responses.
Author Intent	To explain the author's techniques for describing characters, settings and actions. To identify and comment on expressive, figurative and descriptive language to create effect. To evaluate the use of author's language and explain how it has impacted the reader.
Vocabulary	To discuss how authors use figurative language and the impact this has on the reader.
Poetry	To show an awareness of audience when reading out loud using intonation, tone, volume and action. To learn a wider range of poetry by heart.
Non-Fiction	To distinguish between fact and opinion. To apply my knowledge of texts and organisational devices to retrieve, record and discuss information from non- fiction texts.

Summer 1

Example Suggested Key Texts	Suggested Extract	Focus
Peter Pan – J.M Barrie	Chapter 3	A moment of pure imagination and magic
The Secret Garden – Frances Hodgson Burnett	Chapter 9	Mary begins to uncover the garden's secrets
Politics for beginners – Louie Stowell	What is fair?	Opens discussions up on fairness and responsibility.
Dark Sky Park – Phillip Gross	Dark Sky Park – title poem	Lyrical and reflective nature poem of walking through the dark

Decoding	To apply my knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words. To work out the pronunciation of homophones using the context of the sentence.
Fluency	To read aloud and perform, showing an understanding of intonation, tone volume and action. To read aloud with expression and intonation, considering punctuation, fluency and accuracy. To understand and identify when reading does not make sense and self-correct. To further develop an understanding of intonation, tone, volume and action to convey meaning. To understand how conjunctions can be used to indicate a change of tone.
Retrieval	To scan different texts to find evidence to support answers to questions. To speed read or skim the text to understand the gist or main idea. To sequence unknown paragraphs so they make sense. To find and select words and phrases across a whole text to find answers to questions. To identify the main ideas from different paragraphs around a theme.
Inference	To identify a range of evidence to make predictions about characters. To infer and explain how a character's thoughts, feelings or motives have changed over the course of a text. To categorise predictions as likely/unlikely based upon what has been read. To identify which causes are most/least likely based upon evidence in the text. To recommend texts to peers based on personal choice.
Reader Response	To refer to the text and use evidence to justify opinions and summarise responses. To participate in discussions about books that are read to them and those they can read for themselves, building on own and others' ideas and challenging views. To refer to the text and use evidence to justify opinions and summarise responses.
Author Intent	To explain the author's techniques for describing characters, settings and actions. To identify and comment on expressive, figurative and descriptive language to create effect. To evaluate the use of author's language and explain how it has impacted the reader.
Vocabulary	To discuss how authors use figurative language and the impact this has on the reader.
Poetry	To show an awareness of audience when reading out loud using intonation, tone, volume and action. To learn a wider range of poetry by heart.
Non-Fiction	To distinguish between fact and opinion. To apply my knowledge of texts and organisational devices to retrieve, record and discuss information from non- fiction texts.

Summer 2

Example Suggested Key Texts	Suggested Extract	Focus
The wolves of Willoughby Chase	Chapter 3	Builds tension and sets up conflicts and injustice
Welcome to nowhere – Elizabeth Laird	Chapter 2	Introduced the reality of conflict and displacement through a child's eyes.
I was there... Viking invasion – Stewart Hill	Opening chapter	First person historical account reflecting on bravery.
William Shakespear: Poetry for Kids	Shall I compare thee to a summer's day?	Child-friendly selection of Shakespear's most famous poetic work.

Decoding	To apply my knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words. To work out the pronunciation of homophones using the context of the sentence.
Fluency	To read aloud and perform, showing an understanding of intonation, tone volume and action. To read aloud with expression and intonation, considering punctuation, fluency and accuracy. To understand and identify when reading does not make sense and self-correct. To further develop an understanding of intonation, tone, volume and action to convey meaning. To understand how conjunctions can be used to indicate a change of tone.
Retrieval	To scan different texts to find evidence to support answers to questions. To speed read or skim the text to understand the gist or main idea. To sequence unknown paragraphs so they make sense. To find and select words and phrases across a whole text to find answers to questions. To identify the main ideas from different paragraphs around a theme.
Inference	To identify a range of evidence to make predictions about characters. To infer and explain how a character's thoughts, feelings or motives have changed over the course of a text. To categorise predictions as likely/unlikely based upon what has been read. To identify which causes are most/least likely based upon evidence in the text. To recommend texts to peers based on personal choice.
Reader Response	To refer to the text and use evidence to justify opinions and summarise responses. To participate in discussions about books that are read to them and those they can read for themselves, building on own and others' ideas and challenging views. To refer to the text and use evidence to justify opinions and summarise responses.
Author Intent	To explain the author's techniques for describing characters, settings and actions. To identify and comment on expressive, figurative and descriptive language to create effect. To evaluate the use of author's language and explain how it has impacted the reader.
Vocabulary	To discuss how authors use figurative language and the impact this has on the reader.
Poetry	To show an awareness of audience when reading out loud using intonation, tone, volume and action. To learn a wider range of poetry by heart.
Non-Fiction	To distinguish between fact and opinion. To apply my knowledge of texts and organisational devices to retrieve, record and discuss information from non- fiction texts.