

	Year 5			Year 6		
Term	Autumn	Spring	Summer	Autumn	Spring	Summer
National Curriculum	<p><u>Reading:</u> (See also Y3/4 Skills and Progression)</p> <p>Statutory requirements: Pupils should be taught to:</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. 					
	Year 5 - Autumn	Year 5 – Spring	Year 5 - Summer	Year 6 - Autumn	Year 6 - Spring	Year 6 – Summer
Applying phonics	<p>*I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words</p> <p>*I read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in a word</p> <p>*I attempt the pronunciation of unfamiliar words drawing on prior knowledge of similar looking words</p>			<p>*I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words</p> <p>*I read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in a word</p> <p>*I attempt the pronunciation of unfamiliar words drawing on prior knowledge of similar looking words</p>		

<p>NATIONAL CURRICULUM</p>	<p><u>Reading: Comprehension:</u> Statutory requirements: Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Recommending books that they have read to their peers, giving reasons for their choices Identifying and discussing themes and conventions in and across a wide range of writing Making comparisons within and across books Learning a wide range of poetry by heart Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <p>Understand what they read by:</p> <ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion retrieve, record and present information from non-fiction participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views 					
	Year 5 - Autumn	Year 5 – Spring	Year 5 - Summer	Year 6 - Autumn	Year 6 - Spring	Year 6 – Summer
<p>Reading: Reading For Pleasure: Maintaining a positive attitude about reading</p>	<p>*I know that there is a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts *I know that these are structured in different ways *I know that non-fiction texts are structured to guide the reader to information</p>	<p>*I discuss and explain how and why different books have different structures *I can explain why I enjoyed a book or poem and who might also enjoy it *I evaluate the usefulness of a non-fiction book to research questions raised *I understand that a writer moves events</p>	<p>*I can explore how dialogue is used to develop character *I can explore how actions are added to dialogue *I understand that writers use language for precise effect *I understand that this may include precise nouns, precisely chosen adjectives, well developed noun phrases, similes, metaphors, personification etc.</p>	<p>*I am familiar with a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts. *I know that texts can have elements of more than one type. *I identify the elements included in a text type.</p>	<p>*I know that non-fiction texts may include a creative, fictional element. *I can explain how the choices a writer has made about the structure of a text support its purpose. *I can make predictions using knowledge of the conventions of different genres and text types. *I understand that non-fiction texts may present</p>	<p>*I know that style and vocabulary are linked to the purpose of the text. *I can explain how the style and vocabulary are linked to the purpose of the text, using evidence. *I evaluate the usefulness of different non-fiction texts by comparing how different writer's present the same information.</p>

	<ul style="list-style-type: none"> *I can explain how the structure guides the reader to find specific information *I find words and language that are used for effect *I can explain how the words and language create a precise effect. 	<p>forward through a balance of dialogue, action and description</p> <ul style="list-style-type: none"> *I record effective words and language from reading to use in my own writing. 	<ul style="list-style-type: none"> *I understand that a writer uses different sentence structures and techniques to create effects *I can explore the structures and techniques used. For example, short sentences, rhetorical questions, ellipsis, flashbacks *I can record examples of effective techniques and structures from reading to use in my writing 	<ul style="list-style-type: none"> *I can explain why I enjoyed a book or poem and who might also enjoy it. *I evaluate the usefulness of a non-fiction book to research questions raised. 	<p>the same information with different viewpoints.</p> <ul style="list-style-type: none"> *I identify the characteristics of a writer's style. *I know that the word and language choices support the writer's purpose. *I can record examples of words and language from reading to use in my own writing. 	<ul style="list-style-type: none"> *I can explain the characteristics of a writer's style using evidence. *I can explain how the word and language choices support the writer's purpose, using evidence. *I can explain how the techniques and structures used support the writer's purpose, using evidence. *I record examples of techniques and structures from reading to use in my own writing. *I can comment on the effectiveness of the writer's use of language structures and techniques.
<p>Reading: Reading For Pleasure:</p> <p>Comprehension</p>	<ul style="list-style-type: none"> *I understand that there will be unfamiliar words in the texts I read *I use dictionaries to check or find the meaning of unfamiliar words *I ask questions to improve my understanding *I re-read to check that the text is meaningful *I draw inferences such as inferring characters' feelings, thoughts and motives from their actions at different points in the text. 	<ul style="list-style-type: none"> *I use meaning-seeking strategies to explore the meaning of words in context *I understand that inferences can be drawn from different parts of the text *I justify inferences with evidence from the text *I make predictions from evidence found and implied *I summarise the main ideas drawn from a text. 	<ul style="list-style-type: none"> *I use meaning – seeking strategies to explore the meaning of idiomatic and figurative language. *I understand that inferences can be made by reading between and beyond the lines. *I know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react *I explain how the context of a text reflects the reaction of the audience it was written for. 	<ul style="list-style-type: none"> *I understand that there will be unfamiliar words in the texts I read. *I use dictionaries to check or find the meaning of unfamiliar words. *I use meaning-seeking strategies to explore the meaning of idiomatic and figurative language. 	<ul style="list-style-type: none"> *I ask questions to improve and deepen my understanding. *I re-read to check that the text is meaningful. *I know that a text may need to be read slowly or re-read to deepen my understanding. *I know that texts have different layers of meaning – between the lines and beyond the lines. *I summarise the main ideas drawn from a text. 	<ul style="list-style-type: none"> *I can find the different layers of meaning in a text. *I can explain how they contribute to the reader's understanding of the overall meaning, characters, themes. *I make predictions from evidence found and implied. *I know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react. *I can explain how the context of a text reflects the reaction of the audience it was written for.
<p>Reading: Reading For Pleasure:</p>	<ul style="list-style-type: none"> *I give a personal point of view about a text. 	<ul style="list-style-type: none"> *I build on others' ideas and opinions about a text in discussion. 	<ul style="list-style-type: none"> *I evaluate the effectiveness of different versions of texts. 	<ul style="list-style-type: none"> *I give a personal point of view about a text. 	<ul style="list-style-type: none"> *I build on others' ideas and opinions about a text in discussion. 	<ul style="list-style-type: none"> *I identify themes in books which have different cultural, social or historical contexts.

<p>Justifications for views</p>	<p>*I explain the reasons for my viewpoint, using evidence from the text. *I listen to others' ideas and opinions about a text. *I make connections between other similar texts, prior knowledge and experience. *I explain why there are connections, using evidence. *I compare books with similar themes.</p>	<p>*I question others' ideas about a text. *I compare different versions of texts. *I explain the similarities and differences between different versions of texts. *I explain how books written in different contexts can have similar themes.</p>		<p>*I can explain the reasons for a viewpoint, using evidence from the text. *I listen to others' ideas and opinions about a text.</p>	<p>*I question others' ideas about a text. *I make connections between texts which may not initially seem similar. *I can explain why there are connections, using evidence. *I can explain the similarities and differences between different versions of texts.</p>	<p>*I compare and contrast themes in a range of books. *I can explain how there are common themes in different books, using evidence from reading.</p>
<p>Reading: Reading For Pleasure:</p> <p>Y5: Retrieving Information from a text</p> <p>Y6: Explaining and Discussing own Understanding</p>	<p>Reading For Pleasure: Y5: Retrieving Information from a text</p>			<p>Reading For Pleasure: Y6: Explaining and Discussing own Understanding</p>		
<p>*I identify key information from my text. *I summarise key information in sentences. *I find key information from different parts of the text. *I understand the difference between fact and opinion. *I find examples of fact and opinion in texts. *I can explain why one example is fact and the other opinion.</p>	<p>*I use skimming and scanning to find the information I need. *I make notes on the information I need. *I organise my notes and present information. *I summarise key information from different parts of the text. *I present as oral overview or summary of a text. *I understand that a narrative can be told from different points of view – narrator, character. *I identify the point of view in a narrative. *I understand that the writer may have a viewpoint.</p>	<p>*I explore how events are viewed from another perspective. *I explain the writer's viewpoint with evidence from the text. *I identify the writer's viewpoint, for example, how different characters are presented.</p>	<p>*I identify key information from a text. *I summarise key information in sentences. *I find key information from different parts of the text. *I present as oral overview or summary of a text. *I understand the difference between fact and opinion. *I find examples of fact and opinion in texts. I can explain why one example is fact and the other opinion. *I use point, evidence and explanation (PEE) or answer it, prove it, explain it (APE) to respond to questions about texts.</p>	<p>*I understand that a narrative can be told from different points of view – narrator, character. *I identify the point of view in a narrative. *I can explore how events are viewed from another perspective. *I identify the techniques used to create feelings, atmosphere, mood or messages. *I can comment on how the writer's intent affects the reader.</p>	<p>*I know that points of view can also be implied. *I identify implied points of view. *I can explain implied points of view, using evidence. *I understand that the writer may have a viewpoint. *I identify the writer's viewpoint, for example, how different characters are presented. *I can explain the writer's viewpoint with evidence from the text. *I can explain the effect of the writer's viewpoint on the reader. *I can explain how the techniques used create feelings, atmosphere, mood or messages.</p>	