
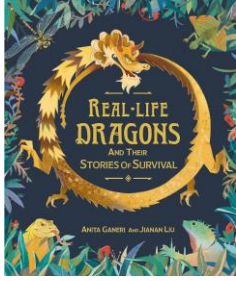
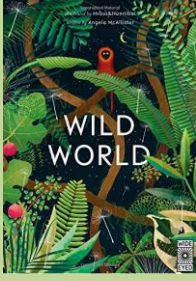
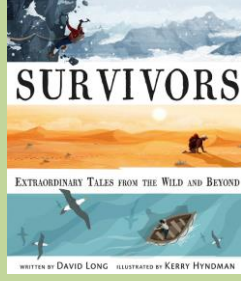
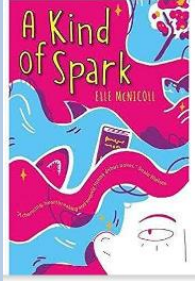

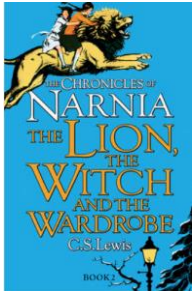
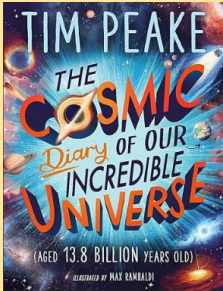
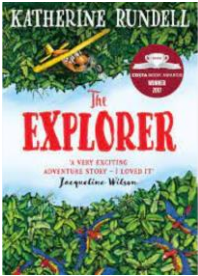
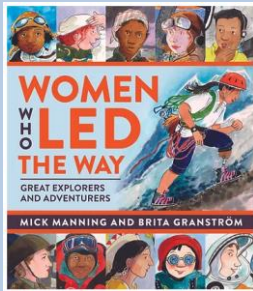
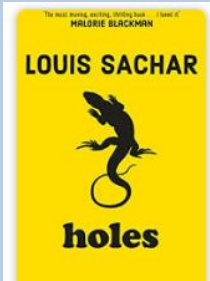
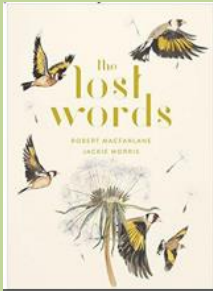




## Year 5/6 Cycle B Reading Long Term Overview

Pillars of our curriculum	Sustainability and Change (TRUST)		Diversity and Equality (RESPECT)		Aspiration and Wellbeing (DETERMINATION)
English Golden Threads	Diversity/ Representation	Poetry	Non-Fiction	Fiction	Heritage/ Archaic Language

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
<p style="text-align: center;">Text:</p>  <p style="text-align: center;">Links across autumn term texts: Portals to other worlds</p>	<p style="text-align: center;">Text:</p>  <p style="text-align: center;">Remembrance Poem: In Flanders Fields</p>	<p style="text-align: center;">Text:</p>  <p style="text-align: center;">Link across Spring Term Texts: Survival &amp; Exploration</p>	<p style="text-align: center;">Text:</p> 	<p style="text-align: center;">Text:</p>  <p style="text-align: center;">CLASS READER for SUMMER TERM</p>	<p style="text-align: center;">Text:</p>  <p style="text-align: center;">Y6 production</p>
GOLDEN THREAD: Diversity/ Representation Fiction	GOLDEN THREAD: Fiction/ Non-Fiction	GOLDEN THREAD: Poetry	GOLDEN THREAD: Non-fiction	GOLDEN THREAD: Diversity/ Representation Fiction	GOLDEN THREAD: Fiction/ Poetry
<p><b>National Curriculum Objectives</b></p> <p>*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Identify / explain how meaning is enhanced through choice of words and phrases</p>	<p><b>National Curriculum Objectives</b></p> <p>*identifying how language, structure and presentation contribute to meaning</p> <p>Read books that are structured in different ways and read for a range of purposes</p> <p>summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p>	<p><b>National Curriculum Objectives</b></p> <p>*identifying how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>SL1 (Y5) <b>Actively use inference, prediction and reasoning skills by looking for the underlying meaning of what has been said</b></p>	<p><b>National Curriculum Objectives</b></p> <p>*distinguish between statements of fact and opinion</p> <p>*retrieve, record and present information from nonfiction</p> <p>Read books that are structured in different ways and read for a range of purposes</p> <p>*making comparisons within and across books</p>	<p><b>National Curriculum Objectives</b></p> <p>*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>*identifying and discussing themes and conventions in and across a wide range of writing</p> <p>SL11 (Y5) <b>Able to take turns, listening carefully to others and politely agreeing or disagreeing with them</b></p> <p>SL7 (Y6) <b>Use inference, reasoning and prediction skills</b></p>	<p>*identifying how language, structure and presentation contribute to meaning</p> <p>*discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences</p> <p>SL11 (Y5) <b>Actively use inference, prediction and reasoning skills by looking for the underlying meaning of what has been said</b></p>

Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
<p>Text:</p>  <p>CLASS READER for AUTUMN TERM</p> <p>Harvest Poem to recite</p>	<p>Text:</p> 	<p>Text:</p>  <p>CLASS READER for SPRING TERM</p>	<p>Text:</p> 	<p>Text:</p>  <p>Y5 Only Sats week</p>	<p>Text:</p> 
<b>GOLDEN THREAD: Heritage/ Archaic Language</b>	<b>GOLDEN THREAD: Non-fiction</b>	<b>GOLDEN THREAD: Fiction</b>	<b>GOLDEN THREAD: Diversity/ Representation Non-fiction</b>	<b>GOLDEN THREAD: Diversity/ Representation Fiction</b>	<b>GOLDEN THREAD: Poetry</b>
<p><i>National Curriculum Objectives</i></p> <p>*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>*identifying and discussing themes and conventions</p> <p>Poetry - *learning a wider 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 SL7 (Y6) Use inference, reasoning and prediction skills</p>	<p><i>National Curriculum Objectives</i></p> <p>*distinguish between statements of fact and opinion</p> <p>*retrieve, record and present information from nonfiction</p> <p>Read books that are structured in different ways and read for a range of purposes</p> <p>SL1 (Y5) Listen to complex information and identify key elements and make relevant, related comments</p> <p>SL2 (Y6) Identify clearly when they haven't understood and be specific about what additional information they need</p>	<p><i>National Curriculum Objectives</i></p> <p>*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Identify / explain how meaning is enhanced through choice of words and phrases</p>	<p><i>National Curriculum Objectives</i></p> <p>*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p> <p>SL10 (Y6) Sophisticated use of questions to help conversation flow (interviews of famous women)</p> <p>SL8 (Y6) Produce speech that is consistently clear and easy to understand</p> <p>SL10 (Y5) Realise when the listener doesn't fully understand and try to help them</p>	<p><i>National Curriculum Objectives</i></p> <p>*identifying and discussing themes and conventions in and across a wide range of writing</p> <p>Read books that are structured in different ways and read for a range of purposes</p> <p>*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p> <p>SL7 (Y6) Use inference, reasoning and prediction skills</p>	<p><i>National Curriculum Objectives</i></p> <p>*identifying how language, structure and presentation contribute to meaning</p> <p>Identify / explain how meaning is enhanced through choice of words and phrases</p>

**Ongoing statements**

Word reading (should be embedded throughout the year)

- I can read aloud and understand the meaning of the words on the Year 5/6 list. I can use my understanding of root words, prefixes (including re-, sub-, inter-, super-, anti-, auto-), and suffixes (including -ation, -ous), to help understand the meaning of new words.
- I can read and decode further exception words accurately, including words that do not follow spelling patterns.

Spoken language (should be embedded throughout the year)

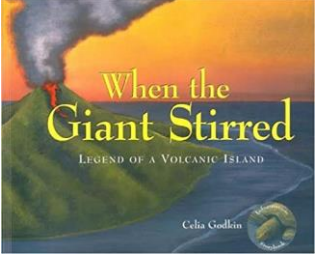

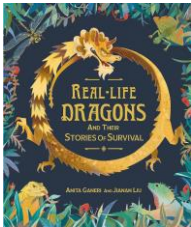

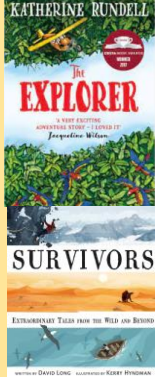
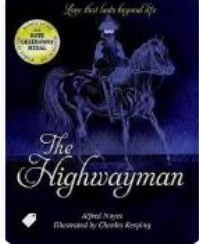

- I can ask specific reasoned questions to improve my understanding.
- I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously and with clear reasoning.
- I can explain and discuss my understanding of what I have read, including through formal presentations and debates in pairs, groups and the whole class, maintaining a focus on the topic and using notes where necessary.
- I can perform my own compositions to a range of audiences, using appropriate intonation, volume, and movement so that the meaning is clear.
- \* 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
- \*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
- \*continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks



## Year 5/6 Cycle B Writing Long Term Overview

Pillars of our curriculum	Sustainability and Change (TRUST)	Diversity and Equality (RESPECT)			Aspiration and Wellbeing (DETERMINATION)
English Golden Threads	Diversity/ Representation	Poetry	Non-Fiction	Fiction	Heritage/ Archaic Language

Purpose:                      **Persuade**                                      **Inform**                                      **Entertain**                                      **Discuss**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
<p style="text-align: center;"><b>Text:</b></p>  <p style="text-align: center;"><b>Outcome: Entertain</b> <b>Form: Narrative with focus on figurative language (personification of a volcano)</b> <b>Audience: Children 9-11</b> <b>Purpose: Entertain</b></p> <p style="text-align: center;"><b>Golden Thread: Fiction</b></p>	<p style="text-align: center;"><b>Text:</b></p>  <p style="text-align: center;"><b>Film stimulus:</b></p>  <p style="text-align: center;"><b>Outcome: Inform</b> <b>Form: Non-Chron report about a creature on Pandora</b> <b>Audience: Trainee Space Biologists</b> <b>Purpose: To inform</b> <b>SOA: Eye-witness account – meeting the creature (link to puppets)</b></p> <p style="text-align: center;"><b>Golden Thread: Non-Fiction</b></p>	<p style="text-align: center;"><b>Film:</b></p>  <p style="text-align: center;"><b>Outcome: Entertain</b> <b>Form: Narrative Dialogue</b> <b>Audience: Children 9-11</b> <b>Purpose: To entertain</b></p> <p style="text-align: center;"><b>SOA: Diary entry from perspective of one of the characters</b></p> <p style="text-align: center;"><b>Golden Thread: Fiction</b></p>	<p style="text-align: center;"><b>Text:</b></p>  <p style="text-align: center;"><b>Outcome: Entertain</b> <b>Form: Narrative of Juliane Kopecke's survivor story in the style of Katherine Rundell.</b> <b>Audience: Children who love suspense</b> <b>Purpose: To Entertain</b> <b>SOA: Dialogue between Ghinsberg and Gale for Waterfall story.</b></p> <p style="text-align: center;"><b>Golden Thread: Fiction</b></p>	<p style="text-align: center;"><b>Text:</b></p>  <p style="text-align: center;"><b>Outcome: Entertain</b> <b>Form: Internal Monologue</b> <b>Audience: 9-11 year olds</b> <b>Purpose: Entertain and help them understand the story</b></p> <p style="text-align: center;"><b>SOA: Dialogue from characters in the afterlife (Entertain)</b> <b>Letter of complaint (Persuade)</b></p> <p style="text-align: center;"><b>Golden Thread: Heritage/ Archaic Language and Poetry</b></p>	<p style="text-align: center;"><b>Text:</b></p>  <p style="text-align: center;"><b>Outcome: Discuss – How much access should children have to the online world?</b> <b>Form: Guide</b> <b>Audience: Children aged 9-11</b> <b>Purpose: To discuss</b></p> <p style="text-align: center;"><b>SOA: Online Help Forum - Letter of advice to a child having a specific difficulty online.</b></p> <p style="text-align: center;"><b>Golden Thread: Non-fiction</b></p>

<p><i>National Curriculum Objectives</i></p> <ul style="list-style-type: none"> <li>• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>• ensuring the consistent and correct use of tense throughout a piece of writing</li> </ul> <p>Using expanded noun phrases to convey complicated information concisely</p>	<p><i>National Curriculum Objectives</i></p> <ul style="list-style-type: none"> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• using further organisational and presentational devices to structure text and to guide the reader</li> <li>• using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> <li>• using brackets, dashes or commas to indicate parenthesis</li> </ul> <p>SL4 (Y5) Able to use complex sentences and link by meaning to present ideas logically</p>	<p><i>National Curriculum Objectives</i></p> <ul style="list-style-type: none"> <li>• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>• ensuring the consistent and correct use of tense throughout a piece of writing</li> </ul> <p>SL5 (Y5) Include a subplot in telling stories and recalling events before resolving the main storyline</p>	<p><i>National Curriculum Objectives</i></p> <ul style="list-style-type: none"> <li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>• ensuring the consistent and correct use of tense throughout a piece of writing</li> </ul> <p>SL5 (y6) Tell elaborate entertaining stories which are full of detailed descriptions</p>	<p><i>National Curriculum Objectives</i></p> <ul style="list-style-type: none"> <li>• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> <li>• using modal verbs or adverbs to indicate degrees of possibility</li> <li>• using passive verbs to affect the presentation of information in a sentence</li> </ul> <p>SL5 (Y6) Use long and complex sentence structures in class and other situations</p>	<p><i>National Curriculum Objectives</i></p> <p>Using further organisational and presentational devices</p> <p>Using modal verbs or adverbs to indicate degrees of possibility</p> <p>Using hyphens to avoid ambiguity</p> <p>Using a colon to introduce a list</p> <p>punctuating bullet points consistently</p> <p>SL2 (Y5) Use follow up questions</p> <p>SL6 (Y5) Able to use and respond to a range of strategies such as asking questions or making relevant comments to keep a conversation flowing</p> <p>SL10 (Y5) Is able to use humour effectively</p> <p>SL6(Y6) Share ideas information, give and receive advice, take notice of the opinion of others</p> <p>SL11 (Y6) Able to reflect on several people’s opinions or suggestions and summarise or suggest a compromise</p>
<p><b>Learning Journey 2</b></p>	<p><b>Learning Journey 2</b></p>	<p><b>Learning Journey 2</b></p>	<p><b>Learning Journey 2</b></p>	<p><b>Learning Journey 2</b></p>	<p><b>Learning Journey 2</b></p>
<p><b>Experience:</b> Fairthorne Manor Residential</p> <p>YEAR 6 residential – leads to persuasive writing. Why should you send your child on the Y6 residential next year? Y5 write to their parents. Y6 write to Y5 parents.</p> <p><b>Form:</b> Persuasive Letter <b>Audience:</b> Y5 parents <b>Purpose:</b> To persuade <b>Outcome:</b> (Persuade)</p> <p><b>SOA:</b> Narrative description of Narnia.</p>	<p><b>Text:</b></p>  <p><b>Outcome:</b> Persuade <b>Form:</b> Advert <b>Audience:</b> Curious Children <b>Purpose:</b> To Persuade them to visit the Magical World of Narnia through the Portal <b>2<sup>nd</sup> Outcome:</b> Travel Review from a child who visits Narnia</p>	<p><b>Text:</b></p>  <p><b>Outcome:</b> Inform <b>Form:</b> Biography of a para-Olympian athlete <b>Audience:</b> Young People <b>Purpose:</b> To inform</p> <p><b>SOA:</b> Letter to a para-Olympian athlete saying why they admire them.</p>	<p><b>Text:</b></p>  <p><b>Outcome:</b> Inform <b>Form:</b> Rainforest Survival Guide for the Lost Book of Adventure <b>Audience:</b> Explorers <b>Purpose:</b> To inform</p> <p><b>SOA:</b> Persuasive advert for New Forest</p>	<p><b>Text:</b></p>  <p><b>Outcome:</b> Persuasive Speech to Addie’s class <b>Form:</b> Speech <b>Audience:</b> Addie’s Class <b>Purpose:</b> To persuade them to respect differences</p> <p><b>SOA:</b> Non-Chronological report on punishments (link to history)</p>	<p><b>Text:</b></p>  <p><b>Outcome:</b> Entertain <b>Form:</b> Poem <b>Audience:</b> KS2 children <b>Purpose:</b> To entertain and inform.</p>
<p><b>Golden Thread:</b> N/A</p>	<p><b>Golden Thread:</b> Heritage/ Archaic Language</p>	<p><b>Golden Thread:</b> Diversity/ Representation</p>	<p><b>Golden Thread:</b> Non-Fiction</p>	<p><b>Golden Thread:</b> Diversity/ Representation</p>	<p><b>Golden Thread:</b> Poetry</p>

		Non-fiction		Fiction	
<p><i>National Curriculum Objectives</i></p> <ul style="list-style-type: none"> <li>• using modal verbs or adverbs to indicate degrees of possibility</li> <li>• using passive verbs to affect the presentation of information in a sentence</li> </ul> <p>SL2 (Y5) Ask a clarification question that requires the speaker to elaborate</p> <p>SL5 (Y5) Present a point of view using persuasive language</p> <p>SL8 (Y5) Produce speech that is consistently clear and easy to understand</p> <p>SL9 (Y5) Able to present a point of view by presenting evidence and using persuasive language with familiar topics</p> <p>SL8 (Y6) Able to re-phrase what they want to say according to the audience</p>	<ul style="list-style-type: none"> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• using expanded noun phrases to convey complicated information concisely</li> </ul> <p>SL5 (Y5) Present a point of view using persuasive language</p> <p>SL12 (Y6) Able to re-phrase what they want to say according to the audience</p>	<ul style="list-style-type: none"> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> </ul> <p>Use a wide range of clause structures, sometimes varying their position within the sentence</p> <p>Draft and write by using a wide range of devices to build cohesion within paragraphs</p> <p>SL5 (Y5) Use complex sentences and conjunctions to link ideas together in order to present ideas logically</p> <p>SL3 (Y6) Use 'academic' vocabulary (i.e. 'Tier 2' words e.g. co-operate, analyse) but the meaning might not be accurate</p>	<ul style="list-style-type: none"> <li>• using further organisational and presentational devices to structure text and to guide the reader</li> <li>• using expanded noun phrases to convey complicated information concisely</li> </ul> <p>SL3 (Y5) Incorporate topic vocabulary into their written and spoken work</p> <p>SL8 (Y5) Use appropriately different words and phrases, from how people in that area normally talk, and standard English</p> <p>SL12 (Y6) Able to re-phrase what they want to say according to the audience</p>	<ul style="list-style-type: none"> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• précising longer passages</li> <li>• perform their own compositions, using appropriate intonation, volume, and movement so meaning is clear.</li> <li>• using modal verbs or adverbs to indicate degrees of possibility</li> </ul> <p>SL10 (Y5) Use humour effectively</p> <p>SL1 (Y6) Understand the key points made by a number of speakers and to compare different points of view</p> <p>SL1 (Y6) Appreciate sarcasm</p> <p>SL2 (Y6) Understand and use different types of questions: open, closed, rhetorical</p> <p>SL9 (Y6) Able to present a point of view by presenting evidence and using persuasive language</p>	<ul style="list-style-type: none"> <li>• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul> <p>Using expanded noun phrases to convey complicated information concisely</p> <p>SL8 (Y5) Able to say words of any length with accuracy</p> <p>SL4 (Y6) Able to use language to negotiate with others, to explain options available and to predict possible outcomes</p>

#### Ongoing statements

#### **Spelling** (embedded throughout the year/ taught in discrete spelling sessions)

- I can spell word endings which sound like 'shus' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious.
- I can spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial. • I can spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. tolerant/tolerance, transparent/transparency. • I can spell words ending in -able and -ible, also -ably and -ibly e.g. adorable, possible, adorably, possibly.
- I can spell words containing the letter-string 'ough' e.g. bought, rough, through • I can spell some words with 'silent' letters e.g. knight, psalm, solemn. • I can spell some more complex words correctly including words that are often misspelt. • I can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically. • I can use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary. • I can understand verb prefixes e.g. dis-, de-, mis-, over-, and re-. • I can change nouns or adjectives into verbs by adding suffixes such as -ate, -ise, -ify e.g. elasticate, standardise, solidify. • I can use a thesaurus.
- I can add suffixes beginning with vowel letters to words ending in -fer eg. referring, preferred, referee, preference. • I can use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter. • I can distinguish between words which sound the same but have different meanings and other words which are often confused e.g. lose/loose. • I can use dictionaries to check the spelling and meaning of words. • I can spell most words correctly including words that are often misspelt. • I can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically. • I can use a thesaurus with confidence. • I can understand how words are related by meaning as synonyms and antonyms. Verb prefixes

#### **Handwriting** (embedded throughout the year)

- I can write increasingly legibly, fluently, and with increasing speed, through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters. • I can write increasingly legibly, fluently, and with increasing speed, by choosing the writing implement that is best suited for a task.

#### **Other ongoing objectives**

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- using a wide range of devices to build cohesion within and across paragraphs
- assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors
- use a thesaurus • devices to build cohesion, including adverbials of time, place and number

