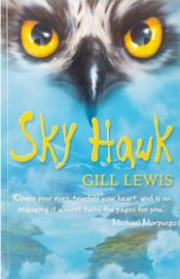
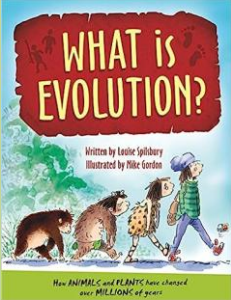
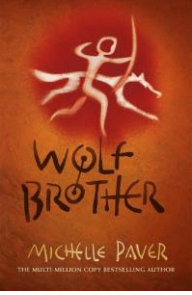
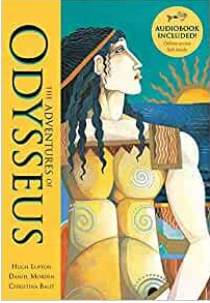
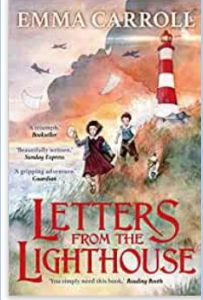
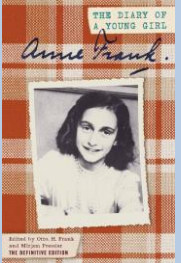




## Year 5/6 Cycle A Reading Long Term Overview

Pillars of our curriculum	Sustainability and Change (TRUST)		Diversity and Equality (RESPECT)		Aspiration and Well-being (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><b>Text:</b></p>  <p><b>Class Reader for Autumn term</b></p>	<p><b>Text:</b></p>  <p style="background-color: #00FF00; color: white; padding: 2px;">Remembrance Poems Comparison - recite</p>	<p><b>Text:</b></p>  <p><b>Class Reader for Spring Term</b></p>	<p><b>Text:</b></p> 	<p><b>Text:</b></p>  <p><b>Class Reader for Summer Term</b></p>	<p><b>Text:</b></p>  <p style="text-align: center;">Link to Anne Frank Day 12<sup>th</sup> June – Live Lesson</p> <p style="background-color: #FF00FF; color: white; padding: 2px; text-align: center;">Y6 Production</p>
<b>GOLDEN THREAD: Fiction</b>	<b>GOLDEN THREAD: Non-fiction</b>	<b>GOLDEN THREAD: Fiction</b>	<b>GOLDEN THREAD: Fiction</b>	<b>GOLDEN THREAD: Fiction</b>	<b>GOLDEN THREAD: Diversity/ Representation</b>
<p><i>National Curriculum Objectives</i></p> <p>*predicting what might happen from details stated and implied</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><i>National Curriculum Objectives</i></p> <p>Read books that are structured in different ways and read for a range of purposes</p> <p>*retrieve, record and present information from nonfiction</p> <p>*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p> <p style="color: blue;">SL3 – Use 'academic' vocabulary</p>	<p><i>National Curriculum Objectives</i></p> <p>Compare and discuss accounts of the same event through different character viewpoints</p> <ul style="list-style-type: none"> <li>● Ask questions to improve their understanding of a text</li> <li>● Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>● Make comparisons within and across book</li> </ul>	<p><i>National Curriculum Objectives</i></p> <p>Explain and justify how texts relate to audience, purpose, time and culture</p> <ul style="list-style-type: none"> <li>● Identify and discuss themes and conventions in a wide range of writing e.g. isolation or flashback</li> </ul> <p>Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context</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 style="color: blue;">SL7 (1) Use inference, reasoning and prediction skills</p>	<p><i>National Curriculum Objectives</i></p> <p>*making comparisons within and across books</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>*distinguish between statements of fact and opinion</p>

	Poetry - *learning a wider range of poetry by heart preparing poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	<b>SL7 (1) Use inference, reasoning and prediction skills</b> <b>SL11</b> Actively use inference, prediction and reasoning skills by looking for the underlying meaning of what has been said	*increasing their familiarity with a wide range of books *asking questions to improve their understanding <b>SL8 (2) Able to say words of any length with accuracy</b>		
<b>Learning Journey 2</b>	<b>Learning Journey 2</b>	<b>Learning Journey 2</b>	<b>Learning Journey 2</b>	<b>Learning Journey 2</b>	<b>Learning Journey 2</b>
Text:  <b>Harvest Poem: Read and recite for Church</b>	Text: 	Text: <b>Pegasus Poem (1 week)</b> Moodle plus unit 	Text: 	Text: WW2 short comprehension texts Literacy Shed – SATs Preparation  Y5 only (SATs week)	Texts:  
<b>GOLDEN THREAD: Diversity/ Representation</b>	<b>GOLDEN THREAD: Heritage/ Archaic Language</b>	<b>Poetry</b>	<b>GOLDEN THREAD: Non-fiction</b>	<b>GOLDEN THREAD: Fiction</b>	<b>GOLDEN THREAD: Non-Fiction Diversity/ Representation</b>
<i>National Curriculum Objectives</i> *discuss and evaluate how authors use language, including figurative language, considering the impact on the reader <b>SL6 (1)</b> Able to share ideas and information, give and receive advice, offer and take notice of the opinion of others <b>SL10 (2)</b> Sophisticated use of questions to help conversation flow	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <b>SL7 (1) Use inference, reasoning and prediction skills</b> <b>SL8 (2) Able to say words of any length with accuracy</b> <b>SL10 (1)</b> Realise when the listener doesn't fully understand and try to help them	• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • Show understanding through intonation, tone and volume so that meaning is clear to an audience • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <b>SL11</b> Actively use inference, prediction and reasoning skills by looking for the underlying meaning of what has been said	*distinguish between statements of fact and opinion *retrieve, record and present information from nonfiction *drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence *summarising the main ideas drawn from more than one paragraph <b>SL10 (1,2)</b> Realise when the listener doesn't fully understand and try to help them Sophisticated use of questions to help conversation flow	*predicting what might happen from details stated and implied *asking questions to improve their understanding Read books that are structured in different ways and read for a range of purposes <b>SL9 (1)</b> Able to share ideas and information, give and receive advice, offer and take notice of the opinion of others	*making comparisons within and across books <b>SL9 (1)</b> Able to share ideas and information, give and receive advice, offer and take notice of the opinion of others

### 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



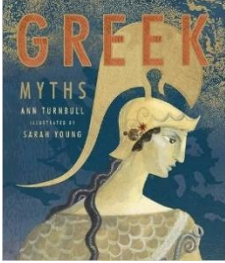

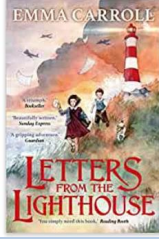

\*continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks



## Year 5/6 Cycle A 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
<b>Learning Journey 1</b>	<b>Learning Journey 1</b>	<b>Learning Journey 1</b>	<b>Learning Journey 1</b>	<b>Learning Journey 1</b>	<b>Learning Journey 1</b>
<p style="text-align: center;">Text:</p> <p style="text-align: center;">Text: The Flood by A. F. Villa</p> <div style="text-align: center;">  </div> <p style="text-align: center;">Outcome: <b>Entertain</b></p> <p style="text-align: center;"><b>Form: Narrative</b> <b>Audience: 9-11 Year olds</b> <b>Purpose: To up-level a picture book to entertain older readers.</b></p>	<p style="text-align: center;">Text:</p> <div style="text-align: center;">  </div> <p style="text-align: center;"><b>Form: Speech</b> <b>Audience: Local MP</b> <b>Purpose: To persuade MPs to bring forward cleaner river targets</b></p>	<p style="text-align: center;">Text:</p> <div style="text-align: center;">  </div> <p style="text-align: center;"><b>Form: Narrative retelling in style of Michelle Paver from the perspective of the Minotaur or Theseus</b> <b>Audience: Y5/6</b> <b>Purpose: Entertain</b></p> <p style="text-align: center;"><b>SOA: Meeting Medusa choose perspective</b></p>	<p style="text-align: center;">Film:</p> <div style="text-align: center;">  </div> <p style="text-align: center;"><b>Form: Narrative</b> <b>Audience: 9-11 year olds</b> <b>Purpose: To entertain</b></p> <p style="text-align: center;"><b>Internal Monologue for one of the dolls in the shop.</b></p> <p style="text-align: center;"><b>SOA: Persuade Alma not to enter the shop</b></p>	<p style="text-align: center;">Text:</p> <div style="text-align: center;">  </div> <p style="text-align: center;"><b>Form: Magazine article</b> <b>Audience: Mothers living in cities</b> <b>Purpose: To discuss the reasons for and against evacuation.</b></p> <p style="text-align: center;"><b>SOA: Persuasive Letter home from an evacuee</b></p>	<p style="text-align: center;">Film:</p> <div style="text-align: center;">  </div> <p style="text-align: center;">CGI Animated Short Film: Ian (based on a boy with cerebral palsy)</p> <p style="text-align: center;"><b>Form: A guide to pleasant playtimes (Think &amp; Speak)</b> <b>Audience: KS2 children</b> <b>Purpose: To inform children</b></p> <p style="text-align: center;"><b>SOA: Dialogue between children on the playground (alternating perspectives – the right way / wrong way)</b></p>
Golden Thread: Fiction	Golden Thread: Non-fiction	Golden Thread: Heritage/ Archaic Language	Golden Thread: Fiction	Golden Thread: Fiction	Golden Thread: Diversity/ Representation

<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><b>SL1 (2)</b> Actively use inference, prediction and reasoning skills by looking for the underlying meaning of what has been said</p> <p><b>SL4</b> Able to use complex sentences and link by meaning to present ideas logically</p> <p><b>SL5 (1)</b> 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>• noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• perform own compositions, using appropriate intonation, volume so that meaning is clear.</li> <li>• using modal verbs or adverbs to indicate degrees of possibility</li> <li>• using relative clauses beginning with who, which, where, when, whose, that</li> <li>• using brackets, dashes or commas to indicate parenthesis</li> </ul> <p>Listen to complex information and identify key elements and make relevant comments</p> <p>SL3 Use ‘academic’ vocabulary</p> <p>SL9 Able to take turns, listening carefully to others and politely agreeing or disagreeing</p> <p>SL8 -Able to re-phrase what they want to say according to the audience</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>• 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><b>SL5</b> Tell elaborate entertaining stories which are full of detailed descriptions</p> <p><b>SL12</b> Use appropriately different words and phrases, from how people in that area normally talk, and standard English</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><b>SL1 (2)</b> Actively use inference, prediction and reasoning skills by looking for the underlying meaning of what has been said</p> <p><b>SL4</b> Able to use language to negotiate with others, to explain options available and to predict possible outcomes</p> <p><b>SL7</b> Able to use language to persuade</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 using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> <p><b>SL3</b> Use ‘academic’ vocabulary</p> <p><b>SL5 (2)</b> Present a point of view using persuasive language</p> <p>SL8 (4) Able to re-phrase what they want to say according to the audience</p> <p><b>SL10 (2)</b> Is able to use humour effectively</p> <p><b>SL12</b> Able to re-phrase what they want to say according to the audience</p> <p>SL1 Appreciate sarcasm when it is obvious</p>	<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 a wide range of devices to build cohesion within and across paragraphs</li> </ul> <p>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p><b>SL5 (2)</b> Present a point of view using persuasive language</p> <p><b>SL10 (2)</b> Sophisticated use of questions to help conversation flow</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><b>Outcome: (Discussion)</b> Should residential experiences be allowed? Costs versus experience.</p> <p><b>Form:</b> Letter</p> <p><b>Audience:</b> School Governors</p> <p><b>Purpose:</b> To explore reasons for and against residentials</p> <p><b>SOA:</b> Sky Hawk: Narrative/description</p>	<p><b>Text:</b></p>  <p><b>Form:</b> Narrative - Dialogue between Scrooge and one of the ghosts</p> <p><b>Audience:</b> People that think Christmas is about receiving</p> <p><b>Purpose:</b> To entertain</p> <p><b>SOA:</b> Persuade: Why should we give to charity at Christmas time – food banks link?</p>	<p><b>Experience:</b> Greek Olympics Drama Workshop</p> <p><b>Form:</b> Non-Chronological report on modern day Olympic sport</p> <p><b>Audience:</b> Young people</p> <p><b>Purpose:</b> To inform</p> <p><b>SOA:</b> Persuade: Letter to Theseus persuading him to compete in the Greek Olympics</p>	<p><b>Text:</b></p>  <p><b>Form:</b> Journal Entry for Seton at different points in the story.</p> <p><b>Audience:</b> Scholars</p> <p><b>Purpose:</b> Inform</p> <p><b>SOA:</b> Narrative of the encounters between Lobo and Blanca</p>	<p><b>Text:</b></p>  <p><b>Form:</b> Setting description – Air Raid.</p> <p><b>Audience:</b> School children who want to return to cities</p> <p><b>Purpose:</b> To inform/ frighten</p> <p><b>SOA – Alma:</b> Dialogue between Alma &amp; Shop Keeper</p>	<p><b>Experience:</b> Local History Walk</p> <p><b>Form:</b> Historical Guide</p> <p><b>Audience:</b> Tourists to Otterbourne</p> <p><b>Purpose:</b> To inform</p> <p><b>SOA – End of Year Report Statements</b></p>

Golden Thread: Diversity/Representation	Golden Thread: Archaic Language	Golden Thread: Non-fiction	Golden Thread: Non-Fiction	Golden Thread: Fiction	Golden Thread: Non-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 using a wide range of devices to build cohesion within and across paragraphs</li> </ul> <p><b>SL5</b> Present a point of view using persuasive language</p> <p><b>SL6</b> 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><b>SL7</b> Able to use language to persuade</p>	<ul style="list-style-type: none"> <li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read</li> <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</li> </ul> <p><b>SL9</b> Able to present a point of view by presenting evidence and using persuasive language with academic topics</p> <p><b>SL12</b> 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>• using further organisational and presentational devices to structure text and to guide the reader</li> </ul>	<ul style="list-style-type: none"> <li>• ensuring the consistent and correct use of tense</li> <li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read</li> </ul> <p><b>SL1</b> Listen to complex information and identify key elements and make relevant, related comments</p> <p><b>SL2 (1)</b> Use follow up questions linked to answers that have just been given Understand and use different types of questions: open, closed, rhetorical</p> <p><b>SL7 (1)</b> Able to use complex sentences present ideas logically</p>	<ul style="list-style-type: none"> <li>• using modal verbs or adverbs to indicate degrees of possibility</li> </ul>	<ul style="list-style-type: none"> <li>• using expanded noun phrases to convey complicated information concisely</li> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>

#### 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 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.

##### **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 Writing 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