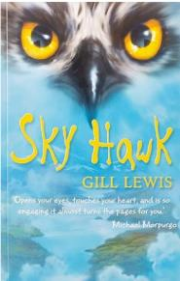
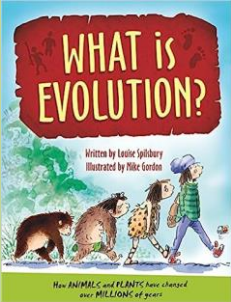
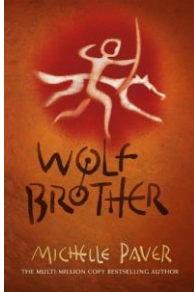
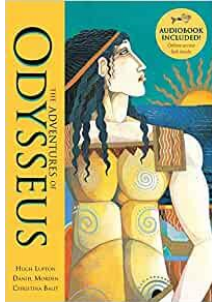
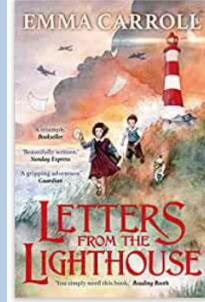
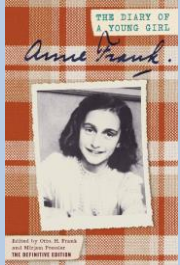
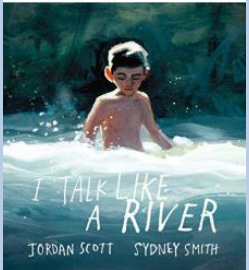
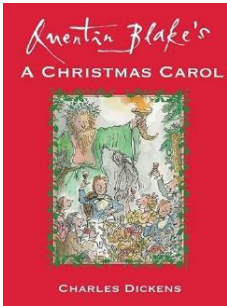
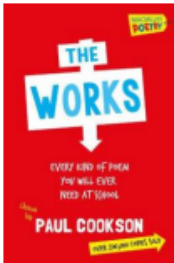
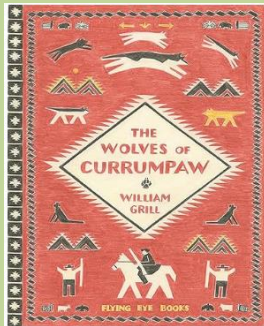
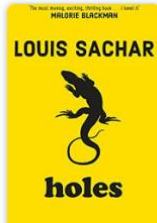
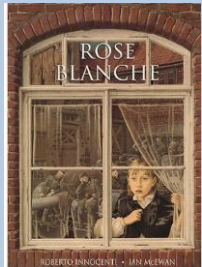




Year 5/6 Cycle A Reading Long Term Overview

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
Text:  Class Reader for Autumn term	Text:  Remembrance Poems Comparison - recite	Text:  Class Reader for Spring Term	Text: 	Text:  Class Reader for Summer Term	Text:  Link to Anne Frank Day 12th June – Live Lesson Y6 Production
GOLDEN THREAD: Fiction	GOLDEN THREAD: Non-fiction	GOLDEN THREAD: Fiction	GOLDEN THREAD: Fiction	GOLDEN THREAD: Fiction	GOLDEN THREAD: Diversity/ Representation
National Curriculum Objectives *predicting what might happen from details stated and implied *drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence *identifying and discussing themes and conventions in and across a wide range of writing	National Curriculum Objectives Read books that are structured in different ways and read for a range of purposes *retrieve, record and present information from nonfiction *summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas SL3 – Use 'academic' vocabulary	National Curriculum Objectives Compare and discuss accounts of the same event through different character viewpoints ● Ask questions to improve their understanding of a text ● Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader ● Make comparisons within and across book	National Curriculum Objectives Explain and justify how texts relate to audience, purpose, time and culture ● Identify and discuss themes and conventions in a wide range of writing e.g. isolation or flashback Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context	National Curriculum Objectives *drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence SL7 (1) Use inference, reasoning and prediction skills	National Curriculum Objectives *making comparisons within and across books *drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence *identifying and discussing themes and conventions in and across a wide range of writing *distinguish between statements of fact and opinion

	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	SL7 (1) Use inference, reasoning and prediction skills SL11 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 SL8 (2) Able to say words of any length with accuracy		
Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
Text:  Harvest Poem: Read and recite for Church	Text: 	Text: Pegasus Poem (1 week) Moodle plus unit 	Text: 	Text: WW2 short comprehension texts Literacy Shed – SATs Preparation  Y5 only (SATs week)	Texts:  
GOLDEN THREAD: Diversity/ Representation	GOLDEN THREAD: Heritage/ Archaic Language	Poetry	GOLDEN THREAD: Non-fiction	GOLDEN THREAD: Fiction	GOLDEN THREAD: Non-Fiction Diversity/ Representation
National Curriculum Objectives *discuss and evaluate how authors use language, including figurative language, considering the impact on the reader SL6 (1) Able to share ideas and information, give and receive advice, offer and take notice of the opinion of others SL10 (2) 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 SL7 (1) Use inference, reasoning and prediction skills SL8 (2) Able to say words of any length with accuracy SL10 (1) 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 SL11 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 SL10 (1,2) 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 SL9 (1) 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 SL9 (1) 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

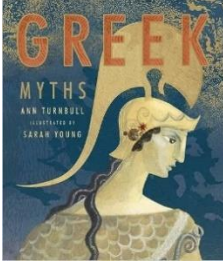
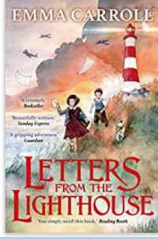
*continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

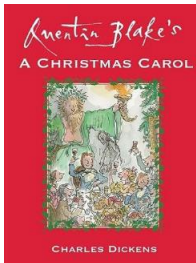
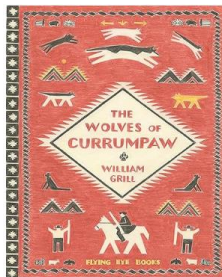


Year 5/6 Cycle A Writing Long Term Overview

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

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

Golden Thread: Diversity/Representation	Golden Thread: Archaic Language	Golden Thread: Non-fiction	Golden Thread: Non-Fiction	Golden Thread: Fiction	Golden Thread: Non-Fiction
<i>National Curriculum Objectives</i> • using modal verbs or adverbs to indicate degrees of possibility using a wide range of devices to build cohesion within and across paragraphs SL5 Present a point of view using persuasive language SL6 Able to use and respond to a range of strategies such as asking questions or making relevant comments to keep a conversation flowing SL7 Able to use language to persuade	• in writing narratives, considering how authors have developed characters and settings in what pupils have read • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • ensuring the consistent and correct use of tense SL9 Able to present a point of view by presenting evidence and using persuasive language with academic topics SL12 Able to re-phrase what they want to say according to the audience	• noting and developing initial ideas, drawing on reading and research where necessary • using further organisational and presentational devices to structure text and to guide the reader	• ensuring the consistent and correct use of tense • in writing narratives, considering how authors have developed characters and settings in what pupils have read SL1 Listen to complex information and identify key elements and make relevant, related comments SL2 (1) Use follow up questions linked to answers that have just been given Understand and use different types of questions: open, closed, rhetorical SL7 (1) Able to use complex sentences present ideas logically	• using modal verbs or adverbs to indicate degrees of possibility	• using expanded noun phrases to convey complicated information concisely • noting and developing initial ideas, drawing on reading and research where necessary • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

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