



# Curdridge Primary School Year 5 and 6 Reading and Writing Overview Cycle A



## Love to Read – Learn to Read Love to Write - Learn to Write

Overview based on Hampshire English Team: Progression Guidance – Reading, Writing and Spelling

### READING

#### Love to Read – Learn to Read

Year 5 Reading				Year 6 Reading					
Themes and Conventions	Comprehension		Inference	Language for Effect	Themes and Conventions	Comprehension		Inference	Language for Effect
<p>Identify and discuss themes and conventions, e.g. 'heroism' or 'loss', across a range of age-appropriate texts explaining the theme in the context of the writing</p> <p>Discuss how the organisation of a text supports its purpose, e.g. persuading, explaining, informing etc.</p> <p>Notice how presentational and organisational choices vary according to the form and purpose of the writing</p> <p>Draw meaning from a range of presentational devices in non-fiction texts</p> <p>Make simple links between age-appropriate texts and their audience, purpose, time and culture</p>	Clarify	Use contextual and genre knowledge to determine alternate meanings of known words	Make predictions and express opinions, explaining and justifying these with reference to the text	Identify and comment on genre-specific language features used in age-appropriate texts, e.g. related language to convey information in a non-fiction text	<p>Identify and comment on genre-specific language features used in age-appropriate texts, e.g. shades of meaning between similar words</p> <p>Identify and discuss themes and conventions, e.g. isolation or flashback in narrative, across a wide range of age-appropriate texts, explaining the theme in the context of the writing</p> <p>Recognise texts that contain features from more than one genre, e.g. a persuasive playscript or description of setting in a biography</p> <p>Understand how texts relate to audience, purpose, time and culture, and refer to specific aspects of a text which exemplify this</p>	Clarify	Use contextual and genre knowledge to determine alternate meanings of known words	Make predictions and express opinions, justifying these with reference to the text	Understand and begin to use technical terms to discuss language effects, e.g. simile, metaphor, personification
	Monitor and Summarise	Retrieve and collate main ideas from more than one place within an age-appropriate text	Infer meaning using evidence from the text and wider experiences	Understand and begin to use technical terms to discuss language effects, e.g. simile, metaphor, personification		Monitor and Summarise	Use language, structural and presentational features to support understanding of age-appropriate texts	Infer meaning drawing upon evidence from across the text and wider experiences	Discuss and evaluate how successfully the organisation of a text supports the writer's purpose, e.g. persuading, explaining, informing etc.
	Select and Retrieve	Summarise the main ideas in a series of sentences from more than one place within an age-appropriate text using own words and key vocabulary from the text	Refer accurately to elements from across the text to support predictions and opinions	Discuss and evaluate the intended impact of the language used with reference to the text		Select and Retrieve	Skim and scan efficiently for vocabulary, key ideas and facts on both the printed page and the screen	Refer to the text to support predictions and opinions (expanding responses to provide Evidence + Explanation)	Compare and discuss accounts of the same:
	Respond and Explain	Identify and explain the author's point of view with reference to the text	Begin to make links between the author's use of language and the inferences drawn			Respond and Explain	Summarise main ideas in a series of sentences from more than one place within an age-appropriate text using own words and key vocabulary from the text	Begin to see how inferences draw on:	a) event b) characters c) settings d) viewpoints in texts, exploring a similar theme or topic, or written in a similar genre
		Compare information, characters or events within and between age-appropriate texts, considering the similarities and differences in approaches taken and viewpoints of authors and of fictional characters			Draw upon and integrate information from a range of presentational devices when building meaning from reading				
		Identify how presentational and organisational choices vary according to the form and purpose of the writing			Produce a succinct summary, paraphrasing the main ideas from across the text or a range of sources				
		Explain and justify comparisons within and between books with reference to key details			Identify and explain author's point of view with reference to the text				
					Accurately compare information, characters or events within and between age-appropriate texts and between versions of the same text, giving examples to support opinions				
					Identify and comment on the presentational and organisational choices the author has made				

#### Word Reading – Y5 (ongoing, inschool provision and approaches)

- **Maintain positive attitudes to reading and understanding of what they read:**
  - continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - read books that are structured in different ways and read for a range of purposes
  - **increase 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**
  - recommend books that they have read to their peers, giving reasons for their choices
  - learn a wider range of poetry by heart
  - prepare 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
- **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**

#### Word Reading – Y6 (ongoing, inschool provision and approaches)

- **Maintain positive attitudes to reading and understanding of what they read:**
  - continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - read books that are structured in different ways and read for a range of purposes
  - **increase 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**
  - recommend books that they have read to their peers, giving reasons for their choices
  - learn a wider range of poetry by heart
  - prepare 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
- **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**

# WRITING

## Love to Write – Learn to Write

Year 5 Writing			
Transcription	Handwriting	Composition	Grammar, Punctuation & Spelling
See English Appendix 1  Link to HIAS Spelling Pathway document	Pupil can make choices over letter shapes and joins to ensure fluency, legibility and good presentation	<b>Composition &amp; Effect</b>  Pupils usually identify intended audience and purpose of writing and choose a suitable writing model to support their own  Pupils can usually draw on reading and research or consider how authors develop characters and setting to help their factual and fictional writing respectively  Elaboration of detail / events may be supported through vocabulary (technical, precise/ vivid language)  Pupils can usually propose and make changes to vocabulary, grammar and punctuation to clarify meaning in their own writing  Viewpoint is established and generally maintained  Content is balanced, e.g. between action and dialogue, fact and comment	Suffixes
			Verb prefixes
			Relative pronouns: who, which, that, whom, whose
		<b>Text Structure &amp; Organisation</b>  Related events or ideas organised into paragraphs or sections to support the content of the writing for a range of purposes  Links established between paragraphs, although transitions may be awkward or abrupt  Produce internally coherent paragraphs in logical sequence e.g using topic sentences or posing rhetorical questions which are answered in the main paragraph; main ideas supported or elaborated by subsequent sentences	Relative clauses to add detail beginning with 'who', 'which', 'where', 'when', 'whose', 'that', or an omitted relative pronoun
			Relative clauses to add detail
			Indicating degrees of possibility using modal verbs: might, should, will, must
		<b>Sentence Structure &amp; Punctuation</b>  Sentence structure and punctuation varied in line with expectations of English Appendix 2  Sentences are mostly grammatically sound e.g. correct subject/verb agreement, security of tense and person, correct use of subordination  Tense choice generally appropriate with verb forms adapted; some variation of modals to express possibility	Connectives to build cohesion:
			Indicating degrees of possibility using adverbs: perhaps, surely
			Linking ideas across paragraphs using adverbials of time (later), place (nearby) and sequence (secondly)
		Use of commas to clarify meaning or avoid ambiguity	
		Brackets, dashes or commas to indicate parenthesis	

Year 6 Writing			
Transcription	Handwriting	Composition	Grammar, Punctuation & Spelling
See English Appendix 1  Link to HIAS Spelling Pathway document	Pupil joins where appropriate to ensure fluency, legibility and good presentation   Pupil chooses the writing implement that is best suited for the task	<b>Composition &amp; Effect</b>  A clear audience and purpose of writing supports pupils in selecting the appropriate register, form and features, using models to inform their choices  Capture, sift and sort ideas into a plan before drafting  In narrative, pupils can usually describe settings, characters and atmosphere - integrating dialogue to convey character and advance the action  When drawing on research, pupils identify key ideas and reformulate coherently  Pupils can usually work alone and with a partner to evaluate writing for overall impact and suitability for audience and purpose against agreed success criteria, identifying specific aspects for alteration (including for accuracy and for impact and style) linked to previous and recent teaching and feeding back appropriately with helpful details	The difference between vocabulary typical of informal speech and formal speech and writing
			How words are related as synonyms and antonyms
			Use inverted commas accurately with punctuation
		<b>Text Structure &amp; Organisation</b>  Produce internally coherent paragraphs in a logical sequence and deploy some devices to create cohesion between paragraphs: e.g. repetition of a key word or phrase in the final sentence of one paragraph and the opening sentence of the next; using conjunctions such as furthermore, moreover, on the other hand, or conversely, to link paragraphs; use of adverbials of time, manner and place  Use further organisational and presentational devices to structure text and to guide the reader: e.g. pose questions as heading or sub-headings, use bullet points to organise material, integrate diagrams, charts or graphs; link closing to opening; include glossary, fact box etc.	Connectives to signpost and create cohesion within a text
			Antonyms :using prefixes to create antonyms to create different effects in sentences
			Colon to introduce lists
		<b>Sentence Structure &amp; Punctuation</b>  Draw on a repertoire of sentence structures, including simple, compound, complex to meet their purpose  Manipulate the order of elements within a sentence e.g. fronted adverbials, subordinate clauses, embedded relative clauses  Usually select appropriate grammar, understanding how such choices and change and enhance meaning  Usually write using tense consistently and correctly (including modal verbs) and write using deliberate changes of tense for effect in narrative, checking for these when editing: e.g. in flashbacks, letters and interviews	Abstract nouns
			Layout devices such as headings, sub-headings, columns, bullet points, tables and paragraphs
			Semi-colons to demarcate within a list
		Colons, semicolons and dashes to mark the boundary between clauses	
		The difference between passive and active voice and when to use the passive	
		Ellipses to link ideas within and across paragraphs	
		Hyphens for compound words to avoid ambiguity	

	Autumn Term		Spring Term		Summer Term	
<b>Y5/6 Topic titles</b>	<b>How has life changed in Britain Since 1948?</b>	<b>Titanic - Triumph or Tragedy?</b>	<b>To infinity and beyond (Earth &amp; Space)</b>	<b>The Shang Dynasty</b>	<b>Our Local Area</b>	<b>Water World</b>
<b>Links with topic</b>		<ul style="list-style-type: none"> <li>Information and research</li> <li>Diary writing</li> </ul>	<ul style="list-style-type: none"> <li>Information sheets</li> </ul>		<ul style="list-style-type: none"> <li>Information writing</li> </ul>	<ul style="list-style-type: none"> <li>Persuasive texts</li> </ul>
<b>English journeys</b>	<i>Welcome Tour – script writing</i> <ul style="list-style-type: none"> <li>Also consider ??????</li> </ul>	<b>Text driver</b> – images and visit to Sea City Museum in Southampton <i>Diary entry</i>	<b>Text driver</b> – ‘Up!’ film resource <i>Flashback</i>	<b>Text driver</b> – ‘Kensuke’s Kingdom’ by Michael Morpurgo <i>Narrative</i>	<b>Text driver</b> – ‘The man who walked between the towers’ by Mordicai Gerstein <i>Journalistic writing</i> <i>Explanation and information forces.</i> <i>Information text – biography</i>	
<b>Writing types to be covered</b> <ul style="list-style-type: none"> <li>Narrative</li> <li>Non-fiction writing</li> <li>Diary writing</li> <li>Report writing</li> <li>Non-chronological reports</li> <li>Instruction writing</li> <li>Persuasive writing</li> <li>Poetry</li> </ul>						