

## Reading Curriculum Overview

| Term                                      | Autumn Term 1   | Autumn Term 2   | Spring Term 1   | Spring Term 2  | Summer Term 1   | Summer Term 2   |
|---|---|---|---|--|---|---|
| <b>Quality Text &amp; Interconnection</b> | <b>On the Origin of the Species &amp; Darwin: An Exceptional Voyage<br/>Individuality, Empires &amp; Monarchy, Displacement &amp; Invasion &amp; Social Change</b>  | <b>Private Peaceful &amp; Walter Tull Scrapbook<br/>Displacement &amp; Invasion &amp; Social Change</b> | <b>A Story like the Wind<br/>Displacement &amp; Invasion, Social Change, Religious &amp; Cultural Diversity, Individuality &amp; Environmental Impact</b>   | <b>Shackleton's Journey<br/>Empires &amp; Monarchy, Environmental Impact &amp; Individuality</b> | <b>The London Eye Mystery<br/>Social Change &amp; Individuality</b> | <b>You Are Awesome &amp; Go Big<br/>Individuality &amp; Social Change</b> |
| <b>Statutory Requirements</b>             | <ul style="list-style-type: none"> <li>• Develop positive attitudes to reading and understanding of what they read by:               <ul style="list-style-type: none"> <li>• Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• Reading books that are structured in different ways and reading for a range of purposes</li> <li>• 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 tradition</li> <li>• Recommending books that they have read to their peers, giving reasons for their choices</li> <li>• Identifying and discussing themes and conventions in and across a wide range of writing</li> <li>• Making comparisons within and across books</li> <li>• Learning a wider range of poetry by heart</li> <li>• 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</li> </ul> </li> </ul> |   | <ul style="list-style-type: none"> <li>• Understand what they read by:               <ul style="list-style-type: none"> <li>• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• Asking questions to improve their understanding</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• predicting what might happen from details stated and implied</li> <li>• Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>• Identifying how language, structure and presentation contribute to meaning</li> </ul> </li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• Distinguish between statements of fact and opinion</li> <li>• Retrieve, record and present information from non-fiction</li> <li>• 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</li> <li>• 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</li> <li>• Provide reasoned justifications for their views</li> </ul> |  |   |   |
| <b>Explanatory Phrases</b>                | <b>Build on previous vocabulary:</b><br>I think...because<br>...makes me think...<br>...reminds me of...<br>I can see...<br>...makes me feel...<br>...suggests...<br>...tells me...<br>...this word/phrase makes me feel/think...<br>...the effect of this word choice is...<br>I think that the author has used...because...<br>...makes me have the following questions...<br>...provides the reader/me...<br>...makes the reader/me think of...<br>...indicates...<br>...tells the reader/me...<br>...this word/phrase makes the reader/me feel/think...<br>...makes the reader/me question...   |   | <b>And focus on phrases first introduced in Y5:</b><br>...gives the/me impression...<br>...evokes the following questions...<br>...creates a vivid image in my mind's eye...<br>...conveys the following message/impression...<br>...figurative language contributes to the meaning of the text by...<br>...the _____ example of figurative language conveys a _____ mood...<br>In summation, the word choice...<br>To summarise, the author has...<br>Moreover,...<br>Furthermore,...  |  |   |   |

| Term                            | Autumn Term 2   |
|---------------------------------|---|
| Quality Text & Writing Outcomes | <p align="center"><b>Private Peaceful &amp; Walter Tull Scrapbook</b></p> <p align="center"><b>Poetry:</b> Sonnet (Double)</p> <p align="center"><b>Fiction:</b> Historical (Suspense, Atmosphere, Character, Action &amp; Dialogue)</p> <p align="center"><b>Non-fiction:</b> Recount (Biography) &amp; Informal Letter</p>  |
| Word                            | <p><b>Build on previous learning and focus on:</b></p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter].</p> <p>How words are related by meaning as synonyms.</p>  |
| Sentence                        | <p><b>Build on previous learning and focus on:</b></p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?].</p>   |
| Text                            | <p><b>Build on previous learning and focus on:</b></p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence or referential pronouns or precise vocabulary], and ellipsis.</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text].</p> |
| Punctuation                     | <p><b>Build on previous learning and focus on:</b></p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It’s raining; I’m fed up].</p>   |