

Reading Curriculum Overview

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

Writing Curriculum Overview: Spring Term 2

Term	Spring Term 2
Quality Text & Writing Outcomes	<p style="text-align: center;">Shackleton's Journey Poetry: Renga (Endurance) Fiction: Hybrid Adventure (Character, Dialogue & Action) Non-fiction: Magazine Article</p>
Word	<p>Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms. The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone.</p>
Sentence	<p>Build on previous units & focus on: Use of the passive to affect the presentation of information in a sentence.</p>
Text	<p>Build on previous units & focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials Use headings and sub-headings to structure text.</p>
Punctuation	<p>Build on previous units & focus on: Use commas to clarify meaning and avoid ambiguity: Used as a break in a sentence, after a fronted adverbial, separate items in a list and parenthesis. Using semi-colons as boundaries between independent clauses.</p>