



Sudbury Primary School Curriculum Overview for Upper Key Stage 2 2016-17 : Reading Long Term Plan for progression

National Curriculum objectives for Years 5 and 6 have been organised into a teaching sequence which is focused on progression and coverage of skills. The majority of objectives need to be taught within a range of text types so that pupils understand the differences of vocabulary/text structure between fiction and non-fiction texts and between genres. Therefore objectives will be taught within one term and then repeated within a different context. Inference and deduction skills should be embedded throughout their reading sessions.

| | Year 5 | Year 6 |
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| <p>Autumn 1 As pupils will be learning to write formal texts/reports/newspaper reports in their writing, it might be appropriate for them to look at some examples as part of their reading.</p> | <p>3. Relevant points clearly identified, including those from different points within the text. <i>This is the basis of all reading skills and therefore needs to be fully embedded before others are taught.</i></p> <p>4. Comments supported by relevant textual reference or quotation. <i>This skill will be further developed in objectives 5&6 later in year. Therefore this skill needs to be fully embedded in the Autumn Term.</i></p> <p>8. Identifies various features which relate to organisation at text level and is able to explain why these features have been used. <i>This will need revisiting each time a different text type is studied (e.g. newspaper report, non-chronological report, non-fiction book etc.)</i></p> <p>12. Main purpose of text clearly identified. <i>Again, will need to be revisited for different text types.</i></p> | <p>3. Can retrieve, record and present information from non-fiction. <i>Though this objectives mentions non-fiction specifically, pupils obviously need to be able to demonstrate they can do this for fiction texts.</i></p> <p>2. Comments are securely based upon and incorporate textual reference. <i>This needs to be securely embedded, with specific focus on ensuring that textual reference directly refers to comment made.</i></p> <p>7. Identifies and explains how structural choices made by authors contribute to the meaning of a text. <i>As with number 8 for Year 5, this will need to be covered within a range of text types over the year and will therefore need to be revisited.</i></p> <p>6. Identifies and explains how structural choices made by authors contribute to the meaning of a text. <i>As above.</i></p> <p>11. Is able to precisely identify main purpose at both sentence and text level. <i>Again, will need to be revisited for different text types.</i></p> |
| <p>Autumn 2 Narrative texts will be now more appropriate due to change in Writing focus.</p> | <p>5. Comments explain inferred meanings and draw on evidence from across the text.</p> <p>6. Comments make inferences and deductions based on textual evidence. <i>Both of the above objectives build on those from Autumn 1.</i></p> <p>10. Various features of a writer's use of language identified.</p> <p>11. Comments show awareness of the effect of writer's language choices. <i>Will need to be revisited for different text types.</i></p> | <p>1. Is able to summarise the main ideas drawn from more than one paragraph, identifying the key details which support the main ideas.</p> <p>2. Is able to identify some different layers of meaning within a text.</p> <p>4. Comments consider wider implications of significant pieces of information, events or ideas. <i>All of above build on objectives 2 and 3 from first half term.</i></p> <p>8. Identifies and explains how language contributes to meaning.</p> <p>9. Is able to explain how an author's use of language, including figurative language, impacts a reader. <i>Will need to be revisited for different text types</i></p> |



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| <p>Spring 1 Newspapers will be revisited in writing. Therefore, it will be a good opportunity to</p> | <p>13. Viewpoint in texts is clearly identified with some explanation of how this is known. 14. Is aware of the effect a text will have/is intended to have on a reader and can give some explanations of how this is achieved. <i>Pupils can begin by looking at newspaper reports and identifying viewpoints within them before progressing onto viewpoints within a full range of texts to complement their writing. This should include viewpoints within narrative texts, both that of the author and of characters.</i> Objectives 3,4,5 and 6 should be continued to be covered within the context of supporting viewpoints.</p> | <p>10. Can distinguish between statements of fact and opinion and uses this to identify viewpoint. <i>Pupils can begin by looking at newspaper reports and identifying viewpoints within them before progressing onto viewpoints within a full range of texts to complement their writing. This should include viewpoints within narrative texts, both that of the author and of characters.</i> Objectives 2-4 should continue to be covered within the context of finding evidence etc. to support a viewpoint.</p> |
| <p>Spring 2</p> | <p>7. Understands and explains how and why authors make structural choices in their writing. <i>This should focus on narrative writing as well as non-fiction.</i> 16. Comments identify similarities and differences between texts or versions with explanation. 17. Some explanation of how the contexts in which texts are written and read contribute to meaning.</p> | <p>6. Identifies and explains how structural choices made by authors contribute to the meaning of a text. 7. Identifies how structural choices contribute to effect of text on reader. <i>This should include and focus on narrative writing in particular.</i> 12. Can identify modern fiction, fiction from our literary heritage and books from other cultures. 13. Is able to discuss and identify themes and conventions in and across a wide range of writing. 14. Makes comparisons within and across books. <i>The above objective can also be discretely taught throughout year as books are read within class/guided reading.</i></p> |
| <p>Summer 1</p> | <p>The Summer Term should be spent providing pupils with the opportunities to use and develop the skills they have been taught, as well as recap any of those which they had difficulty with initially or are not using correctly in their independent work. If any of the <i>ongoing</i> skills have not been covered, opportunity should also be provided for that direct teaching here.</p> | |
| <p>Summer 2</p> | <p><i>Once objectives have been taught, they should be recapped whenever the opportunity arises to ensure that pupils are able to use each reading skill within a range of contexts.</i> 1. Apply knowledge of root words, prefixes and suffixes. 2. Explains the meaning of words in context to show understanding of texts read. 7. Shows understanding through intonation, tone and volume so that meaning is clear to audience. <i>These objectives (Y5) should be embedded throughout all learning.</i></p> | |



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