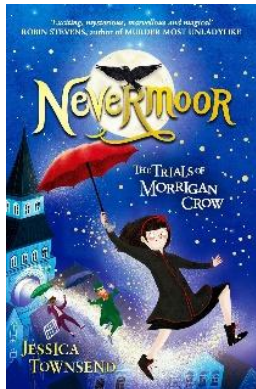
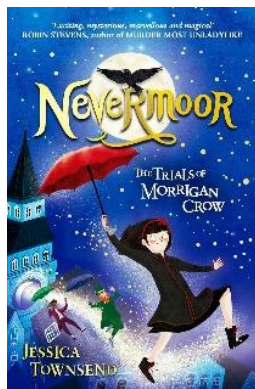
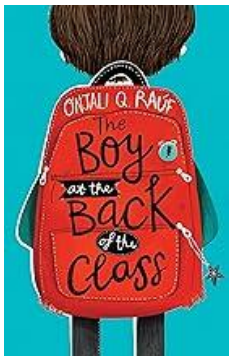
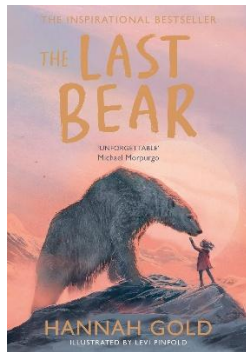
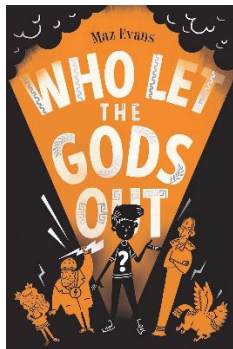


Year 5 and 6 NC statutory requirements	Pupils should be taught to: ● maintain positive attitudes to reading and understanding of what they read by: - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that 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 traditions - 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 ● understand what they read by: - checking that the text 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.
Learning sequence	1. Introducing vocabulary (ensure children understand unfamiliar vocabulary prior to reading) 2. Read the text (model expert reading, echo reading, choral reading) 3. 'I do, we do, you do' answering questions

Question types	• Ranking/ordering e.g. ‘Number the events below to show the order in which they happen in the story’ • Labelling e.g. ‘Label the text to show the title of the story’ • Find and copy e.g. ‘Find and copy one word that suggests what the weather is like in the story’ • Short constructed response e.g. ‘What does the bear eat?’ • Open-ended response e.g. ‘Look at the sentence that begins <i>Once upon a time</i>. How does the writer increase the tension throughout this paragraph? Explain fully, referring to the text in your answer.’					
Overview	Autumn 1 Nevermoor (Jessica Townsend) 	Autumn 2 Nevermoor (Jessica Townsend) 	Spring 1 The Boy At the Back of the Class (Onjali Rauf) 	Spring 2 The Last Bear (Hannah Gold) 	Summer 1 Who Let the God’s Out? (Maz Evans) 	Summer 2 UKS2 Reading Comprehension texts (Twinkl) One text per week Mixture of fiction and non-fiction 
	UKS2 Reading Comprehension Texts (Twinkl) One text per week Mixture of fiction and non-fiction 	UKS2 Reading Comprehension Texts (Twinkl) One text per week Mixture of fiction and non-fiction 	UKS2 Reading Comprehension Texts (Twinkl) One text per week Mixture of fiction and non-fiction 	UKS2 Reading Comprehension Texts (Twinkl) One text per week Mixture of fiction and non-fiction 		