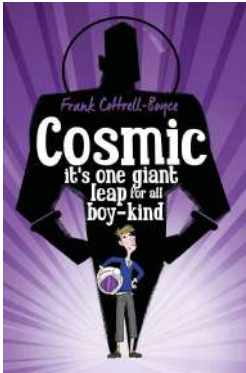
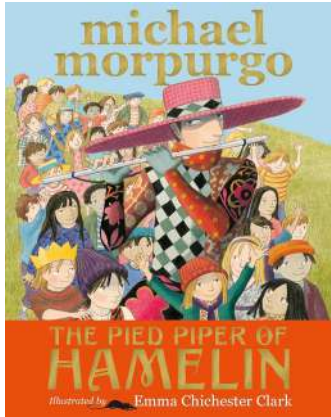
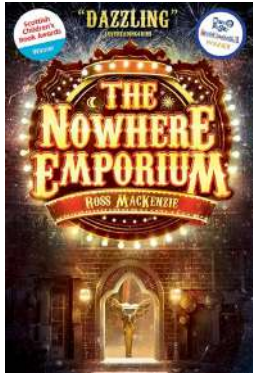
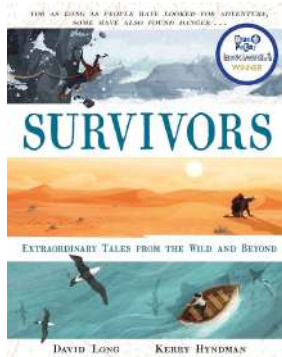
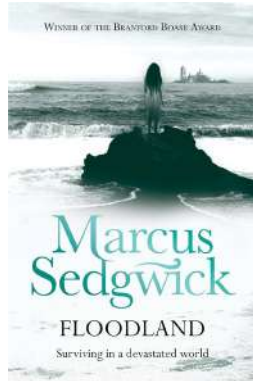


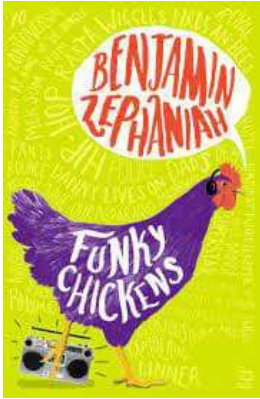


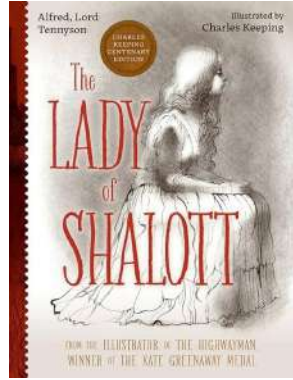
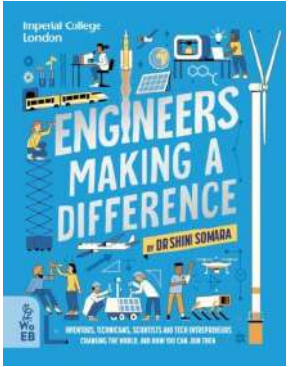


Year 5/6 – Reading Long Term Overview - Cycle A

Fiction

Non-Fiction

Poetry

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cosmic	The Pied Piper of Hamelin	The Nowhere Emporium	Survivors	Floodland	The Final Year
					
Space Maps	Funky Chickens	Human 2.0	HIAS Revision Plan	The Lady of Shallot	Engineers Making a Difference
					

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cosmic	The Pied Piper of Hamelin	The Nowhere Emporium	Survivors	Floodland	The Final Year
Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1 both to read aloud and to understand the meaning of new words that they meet.					
Key Statements recommend books that they have read to their peers, giving reasons for their choices explore the meaning of words in context ask questions to improve their understanding	Key Statements identify and discuss themes and conventions in and across a wide range of writing make comparisons within and across books discuss and evaluate how authors use language, including figurative language, considering the impact on the reader explain and discuss their understanding of what they have read maintaining a focus on the topic and using notes where necessary	Key Statements draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predict what might happen from details stated and implied	Key Statements draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	Key Statements predict what might happen from details stated and implied explain and discuss their understanding of what they have read maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views	Key Statements identify and discuss themes and conventions in and across a wide range of writing identify how language, structure and presentation contribute to meaning participate in discussions about books building on their own and others' ideas and challenging views courteously
Vocabulary abstract, context, dominant, excluded, hierarchy, neutral, philosophy, system	Vocabulary accompany, cease, contribution, dynamic, exhibit, imposed, justification, political	Vocabulary civil, economy, exist, inferred, nevertheless, potential, reserve, trend	Vocabulary adaptation, converted, efficient, expansion, innovation, nonetheless, principle, prospect	Vocabulary commit, cultural, exploitation, input, migration, revolution, retained, pursue	Vocabulary alternative, decline, emerged, external, insight, necessary, procedure, transition
Space Maps	Funky Chickens	Human 2.0	HIAS Revision Plan	The Lady of Shallot	Engineers Making a Difference
Key Statements ask questions to improve their understanding discuss and evaluate how authors use language, including figurative language, considering the impact on the reader retrieve, record and present information from non-fiction	Key Statements learn a wider range of poetry by heart prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	Key Statements summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas distinguish between statements of fact and opinion retrieve, record and present information from non-fiction	Key Statements explore the meaning of words in context provide reasoned justifications for their views	Key Statements learn a wider range of poetry by heart prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	Key Statements recommend books that they have read to their peers, giving reasons for their choices make comparisons within and across books identify how language, structure and presentation contribute to meaning
Vocabulary conceived, dimension, enable, factor, obtained, process, society, underlying	Vocabulary association, discrimination, enhanced, intention, occur, prohibited, solely, via	Vocabulary assume, assumption, distorted, entire, furthermore, internal, propose, whereas	Vocabulary From HIAS plans	Vocabulary conscious, deny, imposed, logic, attained, ethical, generated, stability	Vocabulary bond, consistent, despite, exceed, government, negotiation, refine, united,