



Years 5/6 Reading Progression of Skills/ Coverage

At DCS, we follow a layered learning approach whereby objectives are covered multiple times throughout the course of the year/ phase, and children revisit the objectives within a wide range of diverse contexts. This layering and revisiting engenders depth and supports children to develop a sense of concrete understanding of how skills for reading can be applied across a range of audience and purposes.

	<u>Autumn 1</u> What was it like to live in Victorian Britain?	<u>Autumn 2</u> Will we ever see the water we drink again?	<u>Spring 1</u> Should we explore Africa?	<u>Spring 2</u> Why were the Vikings victorious?	<u>Summer 1</u> Who were the Mayans?	<u>Summer 2</u> How have our railways changed?
High Quality Text						
Outcomes	Outcomes: Character descriptions, reports, letters, advertising leaflet, balanced report Main outcome: Newspaper article	Dialogue, diary entry, re-telling (oral dictation), mini-autobiography, fact file	Short/'instant' non-narrative poem, explanation, dialogue, postcard, letter of advice, description in the form of a letter, recount, narrative poem	Epitaph, glossary, letter of advice, dialogue, recount, character and setting description, summarising captions,	Outcomes: Instructions, poster, missing scene, diary, newspaper, debate Main outcome: Analytical essay about The Maya	Outcomes: Summaries, analysis and performances Main outcome: Poem with similar structure



				obituary Main outcome: Own version legend or missing chapter		
Word reading	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix I, both to read aloud and to understand the meaning of new words that they meet.	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix I, both to read aloud and to understand the meaning of new words that they meet.	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix I, both to read aloud and to understand the meaning of new words that they meet.	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix I, both to read aloud and to understand the meaning of new words that they meet.	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix I, both to read aloud and to understand the meaning of new words that they meet.	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix I, both to read aloud and to understand the meaning of new words that they meet.
Reading comprehension	<ul style="list-style-type: none"> Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction 	Maintain 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 	Maintain 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 	<ul style="list-style-type: none"> Making comparisons within and across books Reading books that are structured in different ways 	Maintain 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, 	Learning a wider range of poetry by heart <ul style="list-style-type: none"> Preparing poems and plays to read aloud and to perform, showing understanding through



	<p>from our literary heritage, and books from other cultures and traditions</p> <ul style="list-style-type: none"> • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Predicting what might happen from details 	<p>fiction, poetry, plays, non-fiction and reference books or textbooks</p> <ul style="list-style-type: none"> • 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 • Identifying and discussing themes and conventions in and across a wide range of writing <p>Understand what they read by:</p> <ul style="list-style-type: none"> • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts 	<p>fiction, poetry, plays, non-fiction and reference books or textbooks</p> <ul style="list-style-type: none"> • 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 • Identifying and discussing themes and conventions in and across a wide range of writing <p>Understand what they read by:</p> <ul style="list-style-type: none"> • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, 	<p>and reading for a range of purposes</p> <ul style="list-style-type: none"> • 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 - <p>Identifying and discussing themes and conventions in and across a wide range of writing</p> <ul style="list-style-type: none"> • Checking that the book makes sense to them, discussing their understanding and exploring 	<p>poetry, plays, non-fiction and reference books or textbooks</p> <ul style="list-style-type: none"> • Reading books that are structured in different ways and reading for a range of purposes • Identifying and discussing themes and conventions in and across a wide range of writing <p>Understand what they read by:</p> <ul style="list-style-type: none"> • 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 • Identifying how language, structure and presentation contribute to meaning 	<p>intonation, tone and volume so that the meaning is clear to an audience</p> <ul style="list-style-type: none"> • 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 • Discussing and evaluate how authors use language, including figurative language, considering the impact on the reader
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	<p>stated and implied</p> <ul style="list-style-type: none"> • 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 	<p>and motives from their actions, and justifying inferences with evidence</p> <ul style="list-style-type: none"> • 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 	<p>and justifying inferences with evidence</p> <ul style="list-style-type: none"> • 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 • Provide reasoned justifications for their views 	<p>the meaning of words in context</p> <ul style="list-style-type: none"> • 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 • Discuss and evaluate how 	<ul style="list-style-type: none"> • Retrieving, record and present information from non-fiction • Participating 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. 	
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		<ul style="list-style-type: none"> • Provide reasoned justifications for their views 		<p>authors use language, including figurative language, considering the impact on the reader</p> <ul style="list-style-type: none"> • Provide reasoned justifications for their views 		
Oracy focus	'Poetry Slam'- Flanders Field	DT: Explain how they can improve their playground model.	RE: What is the best way for a Buddhist to live a good life? Reflecting on their own life/ Circle Time.	Mini Police: Whole School assembly on road safety. Y5/6 to lead.	Mini Police: Whole School assembly on road safety. Y5/6 to lead.	English: Night Mail Poem
Enrichment	Roald Dahl Week Back to school poetry- Simon Armitage Andy Tooze Poet Helen Haraldsen Author Sophie Martin Illustrator	Bonfire Night Poetry Christmas Trip				
High Quality Poetry Texts		Poetry Slam- Flanders field	The Highway Man by Alfred Noyes	Night Mail by W.H Auden		

