Key Learning in
Reading and Writing for Year 5/6

Lancashire
County
Council

comms: 7301

Mixed Age Key Learning in Reading and Writing

What is *Mixed Age Key Learning in Reading and Writing*?
The *Key Learning in Reading and Writing* statements relate to the age appropriate reading skills, knowledge and understanding for each year group. These have been matched across two year groups to show progression across Year 5 and Year 6.

Where have they come from?
The *Key Learning* statements have been identified primarily from the National Curriculum 2014 programmes of study.

How are they different from the National Curriculum programmes of study?
The aim was to specify the key learning in reading and writing for each year group, rather than the age-phase in Upper Key Stage 2, and match statements to show progression from Year 5 into Year 6. Further details have also been added to clarify and exemplify the statements from the programmes of study.

How might *Mixed Age Key Learning in Reading and Writing* be useful?
The *Key Learning* statements should help to focus whole class teaching and could be considered as unit objectives. They will enable teachers to plan for mixed age classes by examining the progression and match of statements. Taught in the context of lively, engaging and creative units of work, they help to ensure that pupils make progress as readers and writers. Teaching should ensure that skills are modelled and scaffolded and that pupils are given opportunities to apply them in a range of different contexts.

Key Learning in Reading: Year 5	Key Learning in Reading: Year 6
Word Reading	**Word Reading**
▪ Read books at an age appropriate interest level.	▪ Read books at an age appropriate interest level.
	▪ Work out unfamiliar words by focusing on all letters in the word, *e.g.* not reading *invitation* for *imitation*.
▪ Use knowledge of root words to understand meanings of words.	▪ Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change, e.g. *un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment*.
▪ Use suffixes to understand meanings, e.g. *-ant, -ance, -ancy, -ent, -ence, -ency, --ible, -able, -ibly, -ably*.	▪ Use suffixes to understand meanings e.g. *–cious, -tious, -tial, -cial*.
▪ Read and understand words from the Year 5 list (selected from the statutory Year 5/6 word list) – see below	▪ Read and understand words from the Year 6 list (selected from the statutory Year 5/6 word list) – see below.
	▪ Use etymology to help the pronunciation of new words, e.g. *chef, chalet, machine, brochure – French in origin*.

Comprehension	Comprehension
Maintaining positive attitudes to reading	**Maintaining positive attitudes to reading**
▪ Listen to and discuss a range of fiction, poetry and non-fiction which they might not ▪ choose to read themselves.	▪ Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction.
▪ Regularly listen to whole novels read aloud by the teacher from an increasing range of authors.	▪ Regularly listen to novels read aloud by the teacher from an increasing range of authors which they may not choose themselves.
▪ Read books and texts that are structured in different ways for a range of purposes.	▪ Independently read longer texts with sustained stamina and interest.
▪ Recommend books to their peers with reasons for choices.	▪ Recommend books to their peers with detailed reasons for their opinions.
▪ Express preferences about a wider range of books including modern fiction, traditional stories, myths and legends.	▪ Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures.
▪ Learn a wider range of poems by heart.	▪ Learn a wider range of poems by heart.
▪ Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.	▪ Prepare poems and play scripts to read aloud and perform using dramatic effects.
Understanding books which they can read themselves and those which are read to them	**Understanding books which they can read themselves and those which are read to them**
• Explain the meaning of words within the context of the text.	• Explain the meaning of new vocabulary within the context of the text.
• Use punctuation to determine intonation and expression when reading aloud to a range of audiences.	
• Check that the book makes sense to them and demonstrate understanding, e.g. *through discussion, use of reading journals*.	• Use a reading journal to record on-going reflections and responses to personal reading.

• Demonstrate active reading strategies, e.g. *generating questions to refine thinking, noting thoughts in a reading journal.*	• Demonstrate active reading strategies, e.g. *challenging peers with questions, justifying opinions, responding to different viewpoints within a group.*
• Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence.	• Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. **P**oint + **E**vidence +**E**xplanation.
	• Explore texts in groups and deepen comprehension through discussion.
	• Provide reasoned justifications for their views.
• Justify opinions and elaborate by referring to the text, e.g. *using the PEE prompt-* **P**oint + **E**vidence + **E**xplanation.	• Justify opinions and elaborate by referring to the text, e.g. *using the PEE prompt –* **P**oint + **E**vidence + **E**xplanation.
• Predict what might happen from information stated and implied.	• Predict what might happen from information stated and implied.
• Through close reading of the text, re-read and read ahead to locate clues to support understanding.	• Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text.
• Explore themes within and across texts, e.g. *loss, heroism, friendship.*	• Recognise themes within and across texts, e.g. *hope, peace, fortune, survival.*
• Make comparisons within a text, e.g. *characters' viewpoints of same events.*	• Make comparisons within and across texts, e.g. *similar events in different books such as being an evacuee in Carrie's War and Goodnight Mr Tom.*
	• Compare characters within and across texts.
	• Compare texts written in different periods.
• Distinguish between statements of fact and opinion within a text.	• Distinguish between statements of fact and opinion across a range of texts, e.g. *first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook.*
	• Skim for gist.
• Scan for key words and text mark to locate key information.	• Scan for key information, e.g. *identify words and phrases which tell you the character is frustrated,* or *find words/phrases which suggest that a theme park is exciting.*
	• Use a combination of skimming, scanning and close reading across a text to locate specific detail.
• Summarise main ideas drawn from more than one paragraph and identify key details which support this.	• Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects.
• Analyse the conventions of different types of writing, e.g. *use of first person in autobiographies and diaries.*	• Analyse the conventions of different types of writing, e.g. *use of dialogue to indicate geographical and/or historical settings for a story.*
• Identify how language, structure and presentation contribute to meaning, e.g. *formal letter, informal diary, persuasive speech.*	• Identify how language, structure and presentation contribute to meaning, e.g. *persuasive leaflet, balanced argument.*
Evaluating the impact of the author's use of language	**Evaluating the impact of the author's use of language**
• Explore, recognise and use the terms metaphor, simile, imagery.	• Explore, recognise and use the terms personification, analogy, style and effect.
• Explain the effect on the reader of the authors' choice of language.	• Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.

Participating in Discussion	Participating in Discussion
• 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.	• Participate in discussions about books, 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.	• Explain and discuss their understanding of what they have read, including through formal presentations and debates.
• Prepare formal presentations individually or in groups.	• Prepare formal presentations individually or in groups.
• Use notes to support presentation of information.	• Use notes to support presentation of information.
• Respond to questions generated by a presentation.	• Respond to questions generated by a presentation.
• Participate in debates on an issue related to reading (fiction or non-fiction).	• Participate in debates on an issue related to reading (fiction or non-fiction).

Key Learning in Writing: Year 5	Key Learning in Writing: Year 6
Composition	**Composition**
Vocabulary, grammar and punctuation	**Vocabulary, grammar and punctuation**
• Create complex sentences by using relative clauses with relative pronouns *who, which, where, whose, when, that*, e.g. *Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill.*	• Manipulate sentences to create particular effects.
• Create complex sentences where the relative pronoun is omitted, e.g. *Tina, standing at the bus stop, pondered the day ahead.*	
• Create and punctuate complex sentences using *ed* opening clauses, e.g.*Exhausted from the race, Sam collapsed in a heap.*	
• Create and punctuate complex sentences using *ing* opening clauses, e.g. *Grinning with anticipation, Paul launched himself from the diving board.*	
• Create and punctuate sentences using simile starters, e.g. *Like a fish out of water, she conversed awkwardly with the other guests.*	
• Demarcate complex sentences using commas in order to clarify meaning.	
• Use commas to avoid ambiguity, e.g. *'Let's eat Grandma.'* and *'Let's eat, Grandma.'*	• Explore how hyphens can be used to avoid ambiguity, e.g. *man eating shark* versus *man-eating shark*.
• Identify and use commas to indicate parenthesis, e.g. *The house, lonely and abandoned, teetered on the edge of the cliff.*	
• Identify and use brackets to indicate parenthesis, e.g. in formal writing: *The Cheetah (Acinonyx jubatus) inhabits open grassland in Africa.*	
• Identify and use dashes to indicate parenthesis, e.g. in less formal writing: *The cake was lovely – delicious in fact – so I had another slice.*	
• Link ideas across paragraphs using adverbial for time, place and numbers, e.g. *later, nearby, secondly.*	• Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts, e.g. adverbials such as: *on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.*
• Use devices to build cohesion within a paragraph, e.g. *firstly, then, presently, this, subsequently.*	• Use devices to build cohesion within and between paragraphs in narrative e.g. adverbials such as: *in the meantime, meanwhile, in due course, until then.* • Use ellipsis to link ideas between paragraphs. • Use repetition of a word or phrase to link ideas between paragraphs.
	• Identify and use semi-colons to mark the boundary between independent clauses, e.g. *It is raining; I am fed up.*
• Use expanded noun phrases to convey complicated information concisely, e.g. *carnivorous predators with surprisingly weak jaws and small teeth.*	

• Explore, collect and use modal verbs to indicate degrees of possibility, e.g. *might, could, shall, will, must.*	
• Explore, collect and use adverbs to indicate degrees of possibility, e.g. *surely, perhaps, maybe, definitely, alternatively, certainly, probably*.	
	• Investigate and collect a range of synonyms and antonyms, e.g. *mischievous, wicked, evil, impish, spiteful, well-behaved.*
	• Identify the subject and object of a sentence.
	• Explore and investigate active and passive e.g. *I broke the window in the greenhouse* versus *the window in the greenhouse was broken.*
	• Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause, e.g. *I had eaten lunch when you came (past perfect); She has eaten lunch already* or *I have eaten lunch already (present perfect); I will have eaten lunch by then (future perfect).*
	• Punctuate bullet points consistently.
	• Identify and use colons to introduce a list.
	• Identify and use semi-colons within lists.
	• Explore, collect and use vocabulary typical of formal and informal speech and writing, e.g. *find out – discover, ask for - request, go in – enter.*
	• Explore, collect and use question tags typical of informal speech and writing, e.g. *"He's your friend, isn't he?"*
	• Explore, collect and use subjunctive forms for formal speech and writing, e.g. *If I were able to come to your party, I would; The school requires that all pupils be honest.*
• Use suffixes *–ate, -ise, -ify* to convert nouns and adjectives into verbs.	
• Investigate verb prefixes, e.g. *dis-, de-, re-, pre-, mis-, over-*.	

Composition	Composition
Planning	**Planning**
• Identify the audience and purpose.	• Identify audience and purpose.
• Select the appropriate language and structures.	• Select the appropriate structure, vocabulary and grammar.
	• Choose appropriate text-form and type for all writing.
• Use similar writing models. • Draw on reading and research.	• Draw on similar writing models, reading and research.
• Note and develop ideas.	• Use a range of planning approaches, e.g. *storyboard, story mountain, discussion group, post-it notes, ICT story planning.*
• Think how authors develop characters and settings (in books, films and performances).	• Compare how authors develop characters and settings (in books, films and performances).

Drafting and Writing	Drafting and Writing
• Select appropriate structure, vocabulary and grammar.	• Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.
	• Select appropriate register for formal and informal purposes, e.g. a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal).
• Blend action, dialogue and description within and across paragraphs.	• Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action, e.g. *Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!"*
• Use different sentence structures with increasing control (see VGP).	• Consciously control the use of different sentence structures for effect.
• Use devices to build cohesion (see VGP).	• Use a wide range of devices to build cohesion within and across paragraphs.
• Use organisation and presentational devices, e.g. *underlining, bullet points, headings.*	• Evaluate, select and use a range of organisation and presentational devices to structure text for different purposes and audiences, e.g. *headings, sub-headings, columns, bullet points, tables.*
	• Deviate narrative from linear or chronological sequence, e.g. *flashbacks, simultaneous actions, time-shifts.*
	• Combine text-types to create hybrid texts, e.g. *persuasive speech.*
	• Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing, e.g. *repeated use of 'and' to convey tedium, one word sentence.*
	• Make conscious choices about techniques to engage the reader including appropriate tone and style, e.g. *rhetorical questions, direct address to the reader.*
	• Use active and passive voice to achieve intended effects, e.g. *formal reports, explanations and mystery narrative.*
	• Précis longer passages.
Evaluating and Editing	**Evaluating and Editing**
• Assess the effectiveness of own and others' writing in relation to audience and purpose.	• Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.
• Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.	
• Ensure consistent and correct use of tense throughout a piece of writing.	
• Ensure consistent subject and verb agreement.	
• Proofread for spelling and punctuation errors.	• Proofread for grammatical, spelling and punctuation errors.
Performing	**Performing**
• Use appropriate intonation and volume.	• Use appropriate and effective intonation and volume.
• Add movement.	• Add gesture and movement to enhance meaning.
• Ensure meaning is clear.	• Encourage and take account of audience engagement.

Transcription		Transcription	
Spelling		**Spelling**	
• Investigate verb prefixes, e.g. *dis-, re-, pre-, mis-, over-*.		• Investigate and use further prefixes, e.g. *bi- trans- telecircum*.	
• Recognise and spell words ending in *–ant, –ance –ancy, –ent, –ence –ency*.			
		• Recognise and spell endings which sound like */Jas/*spelt – *cious* or *–tious*.	
• Recognise and spell words ending in *–able* and *–ible*.			
• Recognise and spell words ending in *–ably* and *–ibly*.			
• Recognise and spell words with the /i:/ sound spelt ei after c, e.g. *deceive, receive*.			
• Recognise and spell words containing the letter-string *ough*.			
• Recognise and spell the suffixes *-al,- ary, -ic*.		• Recognise and spell endings which sound like */Jal/*, e.g. *official, partial*.	
• Spell further suffixes, e.g. *ll in full becoming l*.		• Investigate adding suffixes beginning with vowel letters to words ending in *–fer*, e.g. *referring, reference*.	
• Spell some words with 'silent' letters, e.g. *knight, psalm, solemn*.			
• Spell unstressed vowels in polysyllabic words.			
		• Investigate use of the hyphen.	
		• Distinguish between homophones and other words that are often confused.	
		• Identify root words, derivations and spelling patterns as a support for spelling.	
• Develop self-checking and proof reading strategies.		• Develop self-checking and proof-checking strategies, including the use of a dictionary and thesaurus.	
		• Use a number of different strategies interactively in order to spell correctly.	
• Spell words that they have not yet been taught by using what they have learnt about how spelling works in English.		• Be secure with all spelling rules previously taught.	
• Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.			
• Use a thesaurus.			
• Spell words from the Year 5 list (selected from the statutory Year 5/6 word list) - see below.		• Spell words from the Year 6 list (selected from the statutory Year 5/6 word list) - see below.	
Transcription		**Transcription**	
Handwriting		**Handwriting**	
• Write fluently using a joined style as appropriate for independent writing.		• Write, using a joined style, with increasing speed.	
• Choose when it is appropriate to print (lower case or upper case) rather than to join writing, e.g. *printing for labelling a scientific diagram or data, filling in a form, writing an e mail address*.		• Choose the writing implement that is best suited for a task, e.g. *pencil for quick notes, handwriting pen for letters, marker pens for posters*.	

English
Word Lists for Reading and Spelling

Year 5

apparent	**cemetery**	determined	explanation	interfere	occupy
rhythm	amateur	communicate	develop	familiar	language
occur	**secretary**	ancient	community	**dictionary**	**foreign**
leisure	persuade	shoulder	**available**	**conscience***	environment
forty	lightning	**physical**	soldier	**average**	**convenience**
equip (-ped, -ment)	**government**	muscle	programme	stomach	bargain
curiosity	excellent	**hindrance**	neighbour	queue	**temperature**
bruise	**desperate**	**existence**	individual	**nuisance**	recognise
twelfth	rhyme	**vegetable**			

Year 6

accommodate	**category**	disastrous	**immediate(ly)**	privilege	sincere(ly)
accompany	committee	embarrass	interrupt	**profession**	sufficient
according	**competition**	**especially**	marvellous	pronunciation	suggest
achieve	**conscious***	exaggerate	**mischievous**	recommend	symbol
aggressive	controversy	**frequently**	**necessary**	relevant	system
appreciate	correspond	guarantee	opportunity	restaurant	thorough
attached	**criticise (critic + ise)**	harass	parliament	sacrifice	variety
awkward	**definite**	identity	prejudice	**signature**	vehicle
yacht					

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