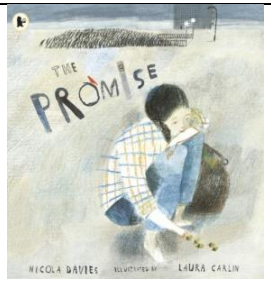
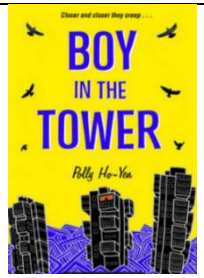
Waltham Gateway Academy

Waltham Gateway Academy Year 5/6 Power of Reading Framework, Cycle B

Y5/6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme/Curriculum links	**Science** – Living things and their habitats		**Art-** Make my voice heard How does street art convey meaning?	**History-** Victorian era	**History –** Impact of War	
Type of text	**Picture book**	**Building stamina**	**Contemporary Fiction /Non-fiction**	**A Classic text**	**Picture book**	**Poetry**
Power of Reading text:	 The Promise	 Boy in the Tower	 Scribble Boy	 Tom's Midnight Garden	 The Journey	 The Final Year
Links to additional texts to support reading and story time	The last wild by Piers Torday The tin forest by Helen Ward and Wayne Anderson The Great Kapok tree by Lynne Cherry Window by Jeannie Baker	Floodland by Marcus Sedgwick The last wild by Piers Torday The day of the Triffids by John Wyndham The arrival by Shaun Tan	The day I swapped my dad for Two goldfish by Neil Gaiman The lost thing by Shaun Tan Wonder by R. J. Palacio The Dot by Peter H. Reynolds	The Secret Garden by Frances Hodgson Burnett Charlotte Sometimes by Penelope Farmer The Lion, the Witch and the Wardrobe by C.S. Lewis	The Island by Armin Greder Azzi In between Sarah Garland The arrival by Shaun Tan Boy at the back of the class by Onjali Q. Raúf Survivors by David Long	Wonder by R. J. Palacio Skellig by David Almond Cosmic by Frank Cotterell-Boyce Love that dog by Sharon Creech

	Young gifted and green by Jamia Wilson No voice too small by Lindsay H. Metcalf, Keila V. Dawson and Jeanette Bradley			Alice's Adventures in Wonderland by Lewis Carroll Street Child by Berlie Doherty Charlotte Sometimes by Penelope Farmer		
Extended writing outcomes	Modern fable Environmental campaign Letter	Suspense narrative Diary entry (Weighing risks and responsibilities)	Imagination narrative Balanced argument	Time-slip narrative Historical report	Journey narrative Newspaper article	Verse/first-person narrative Persuasive speech
Shorter writing opportunities	Character diary; setting description; letter from the old woman; thought-tracking	News report on the arrival of the Bluchers; diary entry; radio broadcast; character profile	Character sketches; internal monologue; descriptive writing inspired by doodles; newspaper interview	Setting descriptions of the garden; diary entry; dialogue writing; flashback scene; letter to Peter	Refugee diary; postcard; speech bubble thoughts; setting contrasts	Free verse poetry; journal entries; character reflections; monologues

Reading

Year 5/6

Word Reading	Comprehension
▪ Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) to read aloud and to understand the meaning of new words that they meet. ▪ Continue to read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books. ▪ Read books that are structured in different ways and reading for a range of purposes. ▪ Increase familiarity with myths, legends, traditional stories, modern fiction, classical fiction and books from other cultures and traditions. ▪ Recommend books that they have read to their peers, giving reasons for their choices. ▪ Identify and discuss themes and conventions in and across a wide range of writing. ▪ Make comparisons across and within books. ▪ Learn a wider range of poetry by heart.	▪ 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. ▪ Summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas. ▪ Identify how language, structure and presentation contribute to meaning. ▪ Provide reasoned justification for their views. ▪ Distinguish between statements of fact and opinion. ▪ Retrieve, record and present information from non-fiction. ▪ Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. ▪ 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.

▪ Prepare poems and play to read aloud and to perform, showing understanding through intonation, tone and volume so that meaning is clear. ▪ Check that a book makes sense to them, discussing their understanding and exploring the meaning of words in context. ▪ Ask questions to improve their understanding.	

Writing			
Transcription (Spelling)	**Composition**		
	Planning	**Draft and write**	**Revise and edit**
▪ Use and understand prefixes and suffixes. ▪ Spell some words with 'silent' letters. ▪ Distinguish between homophones and other words which are often confused ▪ Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. ▪ Use dictionaries to check the spelling and meaning of words. ▪ Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary. ▪ Use a thesaurus.	▪ Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. ▪ Note and develop initial ideas, drawing on reading and research where necessary. ▪ In writing narratives, consider how authors have developed characters and settings.	▪ Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. ▪ In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. ▪ Precise longer passages. ▪ Using a wide range of devices to build cohesion within and across paragraphs. ▪ Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].	▪ Assess the effectiveness of their own and others' writing. ▪ Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. ▪ Ensure the consistent and correct use of tense throughout a piece of writing. ▪ Ensure correct subject and verb agreement when using singular and plural. ▪ Proofread for spelling and punctuation errors. ▪ Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Vocabulary, Grammar and Punctuation					
	Text	**Word**	**Sentence**	**Punctuation**	**Vocabulary**
Y4	▪ Present perfect form▪ Cohesive devices to avoid repetition: Nouns Pronouns Adverbials Conjunctions ▪ Paragraphs to organise ideas sometimes utilising headings/subheadings.	▪ Standard English for verb inflections (was/were etc.) ▪ The grammatical difference between plural and possessive –s	▪ Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g., the cake expanded to: the chocolate cake with the cherry on the top.) ▪ Fronted adverbials (e.g., Later that day, mum asked me to take the basket to grandma.)	▪ Use of comma after a fronted adverbial. ▪ Apostrophes to mark plural possession (e.g., the girl's name, the girls' name) ▪ Extending speech punctuation with the use of inverted commas and other punctuation to indicate	pronoun, possessive pronoun, adverbial, determiner

Y5	▪ Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] ▪ Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	▪ Converting nouns or adjectives into verbs using suffixes [for example –ate; -ise; -ify] ▪ Verb prefixes [for example dis-, de-, mis-, over-, and re-)	▪ Relative clauses beginning with who, which, where, why, whose, that, or an omitted relative pronoun ▪ Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	▪ Brackets, dashes or commas to indicate parenthesis ▪ Use of commas to clarify meaning or avoid ambiguity	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity
Y6	▪ Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis ▪ Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]	▪ The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] ▪ How words are related by meaning as synonyms and antonyms [for example, big, large, little]	▪ Use of the passive voice to affect the presentation of information in a sentence [for example, I broke the window in the green house versus the window in the greenhouse was broken (by me) ▪ The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags e.g. He's your friend, isn't he? Or the use of the subjunctive forms such as If I were or were they to come in some very formal writing and speech.	▪ Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, it's raining; I'm fed up] ▪ Use of a colon to introduce a list ▪ Punctuation of bullet points to list information. ▪ How hyphens can be used to avoid ambiguity [for example man eating shark versus man-eating shark, or recover versus re-cover]	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points
Handwriting					
Y5/Y6	▪ Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters ▪ Choosing the writing implement that is best suited for a task				
Speaking and listening					
Y5/Y6	▪ Maintain attention and participate actively in collaborative conversations, responding to comments about the text. ▪ Ask relevant questions to extend their understanding and build vocabulary and knowledge. ▪ Listen and respond appropriately to adults and peers. ▪ Articulate and justify answers and opinions. ▪ Use spoken language to develop understanding through speculating, imagining and exploring ideas. ▪ Participate in discussions, presentations, performances and debates.				

	▪ Consider and evaluate different viewpoints, attending to the contributions of others. ▪ Select and use appropriate registers for effective communication. ▪ Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama.