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

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

• 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.

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 ofwater, 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, lonelyand 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.*	