



National Curriculum Upper Key Stage 2- Year 5 and Year 6

By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly. They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension.

It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling. However, as far as possible, these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.

By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject specific vocabulary.



Year 5 Reading Spine 2020 – 21

Year 5

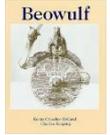
Autumn 1

Key themes: exploration, journeys, Arctic and Antarctic



Autumn 2

Key themes: monsters, outsiders, feelings, myths and legends



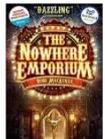
Spring 1

Key themes: travel, exploration, discovery



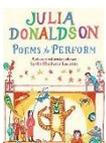
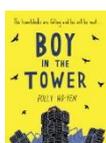
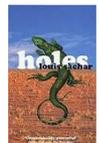
Spring 2

Key themes: magic, fantasy and folklore



Summer 1

Key themes: culture, displacement, migration, hope, resilience



Summer 2

Key themes: ancient civilisation, folklore, mysteries





Year 6 Reading Spine 2020 – 21

Year 6

Autumn 1

Key themes: Diversity, equality, inclusion



Autumn 2

Key themes: Industrial Manchester, Victorians, poverty



Spring 1

Key themes: exploration, ecology, environment, conservation, human impact



Spring 2

Key themes: WW2, bravery, impact of war, bereavement and healing



Summer 1

Key themes: women who changed the world, aspirations, big dreams



Summer 2

Key themes: The Holocaust, loss, fear, hope

