

## Literacy Year 5 & 6 Explanation Texts

### Key Learning Writing:

- Manipulate sentences to create particular effects.
- Explore and investigate active and passive e.g. *I broke the window in the greenhouse* versus *The window in the greenhouse was broken*.
- Use devices to build cohesion between paragraphs in explanatory texts e.g. *similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence*.
- Identify and use colons to introduce a list.
- Select the appropriate structure, vocabulary and grammar.
- Use active and passive voice to achieve intended effects e.g. in formal reports, explanations and mystery narrative.
- Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.  
Proofread for grammatical, spelling and punctuation errors.

### Key Learning Reading:

- Explain and discuss their understanding of what they have read, including through formal presentations and debates.
- Explain the meaning of new vocabulary within the context of the text.
- Scan for key information e.g. *Find words/phrases which suggest that a theme park is exciting*.
- Skim for gist.
- Use a combination of skimming, scanning and close reading across a text to locate specific detail.  
Identify how language, structure and presentation contribute to meaning e.g. *persuasive leaflet, balanced argument*.

## Mrs Cottam Medium Term Overview SPRING 2018 Literacy Year 5 and 6

## Literacy Year 5 and 6 Poetry- Song Lyrics

### Key Learning Writing:

- Selecting appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.
- Evaluate and improve performances of compositions focusing on:  
Intonation and volume.  
Gesture and movement.  
Audience engagement.

### Key Learning Reading:

- Explore texts in groups and deepening comprehension through discussion.
- Demonstrate active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group.
- Use a reading journal to record on-going reflections and responses to personal reading.
- Recognise themes within and across texts e.g. *friendship, loneliness, happiness, hope*.
- Discuss and evaluate how authors use language including figurative language.
- Learn a wider range of poems by heart.
- Prepare poems to read aloud and perform using dramatic effects.

## Literacy Year 5 & 6 Stories from other cultures

### • Key Learning Writing:

- Use devices to build cohesion within a paragraph e.g. *firstly, then, presently, this, subsequently*.
- Link ideas across paragraphs using adverbials for time, place and numbers e.g. *later, nearby, secondly*.
- Think how authors develop characters and settings (in books, films and performances).
- Blend action, dialogue and description within and across paragraphs.
- Ensure consistent and correct use of tense throughout a piece of writing.

### • Key Learning Reading:

- Express preferences about a wider range of books
- Through close reading of the text, re-read and read ahead to locate clues to support understanding.
- Make comparisons within a text e.g. characters' viewpoints of the same events.
- Justify opinions and elaborate by referring to the text. (Point + Evidence + Explanation)
- Identify how language, structure and presentation contribute to meaning.
- Explain the effect on the reader of the author's choice of language.