

Year 5/6 2026-2027 Reading Overview with Focus National Curriculum and Ham Statements

Ongoing: Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in [English Appendix 1](#), both to read aloud and to understand the meaning of new words they meet. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Shrapnel boy Compare and discuss accounts of the same event through different character viewpoints (language for effect) Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (inference) Recognise texts that contain features from more than one genre, or demonstrate shifts in formality (Themes and conventions) Explain and justify how texts relate to audience, purpose, time and culture, and refer to specific aspects of a text that exemplify this	The Big Picture: Living Habitats non fiction Read books that are structured in different ways and read for a range of purposes (language for effect) Identify and comment on genre-specific language features used e.g. shades of meaning between similar words (Themes and conventions) Skim and scan efficiently to extract information and make well organised notes of the main ideas using quotation and reference to the text using own words (comprehension- select and retrieve) Identify how language, structure, and presentation contribute to meaning	Follow HIAS YEAR 6 revision plan Each week, children are exposed to varying texts . This will support the Year 5's with their reading comprehension and fluency	Follow HIAS YEAR 6 revision plan Each week, children are exposed to varying texts How was that built?- non fiction Retrieve, record and present information from non-fiction Skim and scan efficiently to extract information and make well organised notes of the main ideas using quotation and reference to the text using own words (comprehension- select and retrieve) Evaluate how successfully the organisation of a text supports the writer's purpose (comprehension respond and explain)	The princess' blanket-picture Explain and discuss their understanding of what they have read (comprehension respond and explain) Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader (Themes and conventions) Produce a succinct summary, paraphrasing the main ideas from across the text or a range of sources (comprehension-summarise) Funky Chickens (poetry) Read books that are structured in different ways and read for a range of purposes Identify and comment on genre-specific language	The Turbulent term of Tyke Tiler Explain and justify how texts relate to audience, purpose, time and culture, and refer to specific aspects of a text that exemplify this (Themes and conventions) Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (inference) Identify and discuss themes and conventions in a wide range of writing e.g. isolation or flashback

The No where Emporium Summarise main ideas drawn from more than one paragraph identifying the key details that support the main ideas (comprehension- summarise) Identify and discuss themes and conventions in a wide range of writing e.g. isolation or flashback (Themes and conventions) Ask questions to improve their understanding of a text (comprehension- clarify)	Pig Heart Boy Produce a succinct summary, paraphrasing the main ideas from across the text or a range of sources (comprehension- summarise) Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (inference) Provide reasoned justifications for their views (comprehension respond and explain) Compare and discuss accounts of the same event through different character viewpoints (language for effect)			features used e.g. shades of meaning between similar words (Themes and conventions) Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear (Yr 5/6 National Curriculum writing) Show understanding through intonation, tone and volume so that meaning is clear to an audience (language for effect) Evaluate how authors use language, including figurative language, considering the impact on the reader The Viewer-picture Ask questions to improve their understanding of a text (comprehension- clarify) Read books that are structured in different ways and read for a range of purposes (Themes and conventions)	
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				Predict what might happen from details stated and implied Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (inference)	
<i>Key focus statements are shown. Other reading statements and associated strategies will be covered in response to the demands of the text and gaps in pupil understanding.</i>					