

Year 5 Reading Overview	Narrative	Non-chronological reports	Persuasion texts	Instructional/procedural texts	Non-fiction - Recounts	Discussion Texts	Non-fiction - Explanatory texts
	<p>Plan and tell stories demonstrating awareness of audience by using techniques such as recap, repetition of a catchphrase, humour. Write in the style of a particular author to complete a section of a story, add scenes, characters or dialogue to a familiar story. Experiment with different ways to open a story, e.g. dialogue, an important event. Plan and write a complete short story with an interesting story opening. Organise into chapters for build-up, climax or conflict, resolution and ending.</p> <p>Plan and tell stories</p>	<p>Collect information to write a report in which two or more subjects are compared, (e.g.) spiders and beetles; solids, liquids and gases, observing that a grid rather than a spidergram is appropriate for representing the information. Use a question in the title to interest the reader e.g. <i>Vitamins - why are they so important?</i> Plan, compose, edit and refine a non-chronological comparative report focusing on clarity, conciseness and impersonal style.</p>	<p>Read and evaluate letters, e.g. from newspapers or magazines, intended to inform, protest, complain, persuade, considering (I) how they are set out, and (ii) how language is used, e.g. to gain attention, respect, manipulate. Read other examples e.g. newspaper comment, headlines, adverts, fliers, to compare writing which informs and persuades, considering for example the deliberate use of ambiguity, half-truth, bias; how opinion can be disguised to seem like fact. Select and evaluate a range of texts, in</p>	<p>Give clear oral instructions to achieve the completion of a complex task.</p> <p>Follow oral instructions of increased complexity</p> <p>Evaluate sets of instruction for purpose, organisation, and layout, clarity and usefulness</p> <p>Identify sets of instructions which are for more complex procedures, or are combined with other text types</p> <p>Compare these in terms of audience/purpose and form, structure and language features</p> <p>Write a set of instructions, using appropriate form and features</p>	<p>Write recounts based on the same subject such as a field trip, a match or a historical event for two contrasting audiences such as a close friend and an unknown reader, reflecting on the level of formality required.</p> <p>Practise writing recounts with word limits so that pupils are forced to consider the conciseness of their writing, whilst still trying to maintain the engagement of the reader</p>	<p>In exploring persuasive texts, and those presenting a particular argument (see Progression in Persuasion), distinguish and discuss any texts which seems to be trying to present a more balanced or reasoned view, or which explore more than one possible perspective on an issue. Experiment with the presentation of various views (own and others, biased and balanced) through discussion, debate and</p>	<p>Read and analyse a range of explanatory texts linked to other curriculum areas e.g. "physical geography, including : climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Research and plan a page for a reference book. In shared writing and independently plan, compose, edit and refine explanatory texts, using shared reading as a resource, focusing on clarity, conciseness and impersonal style.</p>

	<p>to explore narrative viewpoint (e.g.) re-tell a familiar story from the point of view of another character. Try adapting oral story-telling for a different audience, e.g. younger children. Reflect on the changes. Use similar writing as a model for their own.</p> <p>Plan and re-write a familiar story from an alternative point of view. Adapt writing for a particular audience; aim for consistency in character and style. E.g. a new version of a traditional tale for a younger audience. Reflect an understanding of the audience and purpose of writing by selecting appropriate grammar and vocabulary.</p>		<p>print and other media, on paper and on screen, for persuasiveness, clarity, quality of information</p> <p>Draft and write individual, group or class persuasive letters for real purposes, e.g. put a point of view, comment on an emotive issue, protest; to edit and present to finished state</p> <p>Understand how persuasive writing can be adapted for different audiences and purposes, e.g. a protest aimed at an audience who are already backing your cause, compared with a speech aimed at a neutral audience where greater justification of your point of view is required.</p>			<p>drama</p> <p>Consider and evaluate different viewpoints, noting when justifications for a particular viewpoint are strong or weak</p> <p>Through reading, identify the language, grammar, organisational and stylistic features of balanced written discussions which:</p> <p>summarise different sides of an argument</p> <p>clarify the strengths and weaknesses of different positions</p> <p>signal personal opinion clearly</p> <p>draw reasoned conclusions based on available evidence</p>	
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	<p>Organise into paragraphs. Adapt sentence length and vocabulary to meet the needs of the reader.</p> <p>Use improvisation and role-play to explore different characters' points of view. Re-tell a familiar story from the point of view of another character, using spoken language imaginatively to entertain and engage the listener. Plan and write complete stories; organise more complex chronological narratives into several paragraph or chapter units relating to story structure; adapt for narratives that do not have linear chronology, e.g. flashbacks, parallel narratives. (e.g.) portray events</p>					<p>Plan, compose, edit and refine a balanced discussion presenting two sides of an argument following a debate</p>	
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	<p>happening simultaneously (Meanwhile...); extend ways to link paragraphs in cohesive narrative using adverbs and adverbial phrases. Experiment with the order of chapters or paragraphs to achieve different effects. Try varying pace by using direct and reported speech. Use dialogue to build character. Develop characterisation by showing the reader what characters say and do and how they feel and react at different points in the story. Check for consistency in narrative voice when telling each part of the story.</p>						
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