

	Intergalactic journey!	Crime and Punishment	Terrible Tudors!	Wizardology	Marvellous Mayans	Survival
Texts studied	Zathura – Chris Van Alsburg	Michael Morpurgo – Hansel and Gretel Traditional Tales	The Shakespeare Stories – The Tempest - Andrew Matthews and Tony Ross	The Wizard of Once – Cressida Cowell	Mayan myths – Hero Twins	Treasure Island – Robert Louis Stevenson
Reading Themes to be explored		Learning a wider range of poetry by heart	Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	Learning a wider range of poetry by heart	Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions	Reading books that are structured in different ways and reading for a range of purposes
Continuous Reading skills	<p>Maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books <p>Understand what they read by:</p> <ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>Provide reasoned justifications for their views</p>					
Writing Genres	Setting description Instructions Biography Poetry	Newspaper article Narrative Balanced argument	Diary Play Script Non-chronological report	Poetry Narrative Persuasive Letter	Character description Narrative (myths) Poetry	Setting description Explanation Advertise
Punctuation/Grammar focus	Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun	Using modal verbs or adverbs to indicate degrees of possibility Understand prefixes e.g. dis, de, mis, over, re	Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun	Using modal verbs or adverbs to indicate degrees of possibility Using brackets, dashes or commas to indicate parenthesis	Using brackets, dashes or commas to indicate parenthesis	Using modal verbs or adverbs to indicate degrees of possibility Using brackets, dashes or commas to indicate parenthesis



	<p>Using commas to clarify meaning or avoid ambiguity in writing</p> <p>Convert nouns or adjectives into verbs using suffixes e.g. -ate, -ise, -ify</p>		<p>Link ideas across paragraphs using adverbials of time, place, and number.</p>			<p>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p> <p>Using commas to clarify meaning or avoid ambiguity in writing</p> <p>Semi colon to replace because and use colon for a list.</p>
Spelling focus	<p>-Word list – Year 5/6 words</p> <p>-Words with letter string ‘ough’</p> <p>-Words with ‘silent’ letters</p> <p>-Words ending in ‘-able’ and ‘-ible’</p> <p>-Using a dictionary to support learning word roots, derivations and spelling patterns.</p> <p>-Use a thesaurus</p>	<p>-Homophones and other words that are often confused. (isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed)</p> <p>-Strategies at the point of writing: building new words from known morphemes</p> <p>-Spell word endings which sound like ‘shush’ spelt – cious or tious e.g. vicious, delicious.</p>	<p>-Use knowledge of morphology and etymology.</p> <p>- Words ending in ‘-ably’ and ‘-ibly’</p> <p>- Homophones and other words that are often confused. (led/lead, steel/steal, alter/altar)</p>	<p>-Words with the ‘i’ sound spelt ei after c.</p> <p>-Spell words endings which sound like ‘shil’ spelt -cial or tial e.g. official</p> <p>-Adding suffixes beginning with vowel letters to words ending in -fer</p>	<p>-Strategies at the point of writing: using etymological/ morphological strategies for spelling</p> <p>-Homophones and other words that are often confused. (cereal/serial, father/farther, guessed/guest, morning/mourning)</p> <p>-Use of the hyphen.</p>	<p>-Spell word endings which sound like ‘shush’ spelt – cious or tious e.g. vicious, delicious.</p> <p>-Spell words endings which sound like ‘shil’ spelt -cial or tial e.g. official</p> <p>-Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. transparent/transparency.</p>