

| | Stop the Damage | Invaders and Settlers | East meets West | Crashes, Cracks, Collisions | Where does everything come from? | A War to be Won |
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| Texts studied | Earth's Heroes- Lily Dyu Guardians of The Planet- Clive Gifford and Jonathan Woodward | Anglo Saxon Boy- Tony Bradman | Tales from China- Cyril Birch | Earth Shattering Events- Robin Jacobs | A variety of traditional tale extracts | Rose Blanche – Roberto Innocenti and Ian McEwan |
| Reading Themes to be explored | 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 Retrieve, record and present information from non-fiction 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 | Learning a wider range of poetry by heart Identifying and discussing themes and conventions in and across a wide range of writing | 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 Identifying and discussing themes and conventions in and across a wide range of writing Making comparisons within and across books | Reading books that are structured in different ways and reading for a range of purposes Retrieve, record and present information from non-fiction | | Identifying and discussing themes and conventions in and across a wide range of writing |
| Continuous Reading skills | Maintain positive attitudes to reading and an understanding of what they read by: <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 Understand what they read by: <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 Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Distinguish between statements of fact and opinion 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 Provide reasoned justifications for their views | | | | | |
| Writing Genres | Campaign Formal Letter Speech Poetry | Newspaper Article Narrative Biography | Character description Narrative | Non-chronological report Narrative | Formal letter Instructions | Description Diary |
| Punctuation/Grammar focus | Understand and use effectively vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out – discover; ask for – request; go in – enter, across a range of text types | Using semicolons, colons or dashes to mark boundaries between independent clauses Using brackets, dashes or commas to indicate parenthesis Use layout devices e.g. headings, sub-headings, | Use the colon to introduce a list and semi-colons within lists. Understand how hyphens can be used to avoid ambiguity | Use layout devices e.g. headings, sub-headings, columns, bullets or tables to structure text. Use the perfect form of verbs to mark relationships of time and clause | Use layout devices e.g. headings, sub-headings, columns, bullets or tables to structure text. Use bullet points to list information. | Consolidation of all knowledge |

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| | <p>Use the passive to affect the presentation of information in a sentence.</p> <p>Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. subjunctive forms</p> | columns, bullets or tables to structure text. | Use expanded noun phrases to convey complicated information concisely | Understand how words are related by meaning as synonyms and antonyms | | |
| Spelling focus | <p>Spell most of the Year 5 and 6 words correctly</p> <p>Use dictionaries to check the spelling and meaning of words, and uncommon or more ambitious vocabulary</p> <p>Use a thesaurus with confidence</p> <p>Use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter</p> <p>Distinguish between homophones and other words which often confused, for example, nouns end -ce and verbs end -se (English APPENDIX 1)</p> | <p>Spell most of the Year 5 and 6 words correctly</p> <p>Use dictionaries to check the spelling and meaning of words, and uncommon or more ambitious vocabulary</p> <p>Use a thesaurus with confidence</p> <p>Add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference</p> | <p>Spell most of the Year 5 and 6 words correctly</p> <p>Use dictionaries to check the spelling and meaning of words, and uncommon or more ambitious vocabulary</p> <p>Use a thesaurus with confidence</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words need to be learnt specifically</p> | <p>Spell most of the Year 5 and 6 words correctly</p> <p>Use dictionaries to check the spelling and meaning of words, and uncommon or more ambitious vocabulary</p> <p>Use a thesaurus with confidence</p> | <p>Spell most of the Year 5 and 6 words correctly</p> <p>Use dictionaries to check the spelling and meaning of words, and uncommon or more ambitious vocabulary</p> <p>Use a thesaurus with confidence</p> | <p>Spell most of the Year 5 and 6 words correctly</p> <p>Use dictionaries to check the spelling and meaning of words, and uncommon or more ambitious vocabulary</p> <p>Use a thesaurus with confidence</p> |