



Week Commencing:	Reading <i>Each week, we will continue to develop reading fluency.</i>	Writing, Punctuation & Grammar Links		Writing Opportunities
13.4.26	<ul style="list-style-type: none"> <li>Developing fluency skills; pace, accuracy, smoothness, and expression through reading alone, in pairs and chorally, as well as listening to teacher.</li> </ul>	<b>Text features:</b>	<b>SPaG coverage:</b> <b>Revision of:</b>	1.
20.4.26		<b>Informing:</b>	Revisit word classes - noun, verb, adjective, adverb, determiner, preposition, pronoun, conjunction	<b>What Is Treacher Collins Syndrome?</b> <i>(Non-chronological report)</i>
27.4.26	<ul style="list-style-type: none"> <li>Listening to and discussing texts.</li> </ul>	<ul style="list-style-type: none"> <li>Modal verbs</li> </ul>	Revisit a range of clause - subordinate, main, relative	<b>Purpose</b> To inform the reader about Auggie's condition and how it affects his life.
4.5.26	<ul style="list-style-type: none"> <li>Discussing, understanding, and explaining the meaning of words in context.</li> </ul>	<ul style="list-style-type: none"> <li>Adverbials - despite, meanwhile ect.</li> </ul>	Revisit parenthesis	2.
11.5.26	<ul style="list-style-type: none"> <li>Asking questions to improve understanding of a text.</li> </ul>	<ul style="list-style-type: none"> <li>Relative clauses</li> </ul>	Revisit a range of punctuation - semicolon, colon, dash	<b>Why Bullying Must Stop Now</b> <i>(Persuasive speech / poster)</i>
18.5.26	<ul style="list-style-type: none"> <li>Giving reasoned justifications for views.</li> </ul>	<ul style="list-style-type: none"> <li>Passive voice</li> </ul>	Revisit tenses - simple, progressive, perfect	<b>Purpose</b> To persuade people to take action against bullying.
1.6.26	<ul style="list-style-type: none"> <li>Participating in discussion about texts.</li> </ul>	<ul style="list-style-type: none"> <li>Parenthesis</li> </ul>	Revisit active, passive, subject, object,	
8.6.26	<ul style="list-style-type: none"> <li>VIPERS stems/skills.</li> </ul>	<ul style="list-style-type: none"> <li>Semicolons</li> </ul>	Synonym and antonym,	
15.6.26	<ul style="list-style-type: none"> <li>Identify themes and conventions.</li> </ul>	<b>Persuasion:</b>	bullet points,	
22.6.26	<ul style="list-style-type: none"> <li>Prepare play scripts to read aloud.</li> </ul>	<ul style="list-style-type: none"> <li>Rhetorical questions</li> </ul>	subjunctive form	
29.6.26	<ul style="list-style-type: none"> <li>Show understanding through intonation, tone, volume and action.</li> </ul>	<ul style="list-style-type: none"> <li>Emotive language</li> </ul>	ellipsis	
6.7.26	<ul style="list-style-type: none"> <li>Discuss words and phrases that capture readers' interest and imagination.</li> </ul>	<ul style="list-style-type: none"> <li>Repetition</li> </ul>		
13.7.26	<ul style="list-style-type: none"> <li>Draw inferences about characters' feelings, thoughts, emotions and actions</li> </ul>	<ul style="list-style-type: none"> <li>Imperative verbs</li> </ul>		
		<ul style="list-style-type: none"> <li>Subjunctive form</li> </ul>		
		<ul style="list-style-type: none"> <li>Layout features</li> </ul>		

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