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| **Overarching Topic theme- A Child’s War** | | | |
| **Week commencing** | **Spelling, Punctuation and Grammar links** | **Reading** | **Writing opportunities** |
| Week 1 & 2  7.6.21 & 14.6.21 | * Develop knowledge of subject specific vocabulary including synonyms * Subordinating and coordinating conjunctions * Cohesive devices | * Develop reading for pleasure * Focus upon Summarise VIPERS SKILLS * Distinguish between statements of fact and opinion * Retrieve record and present information from non-fiction   Answer questions about non-fiction texts. | **NON CHRONOLOGICAL REPORT**  Write a non-chronological report about children during world war 2- focus on rationing during world war 2 |
| Week 3,4 & 5  21.6.21  &  28.6.21 &  5.7.21 | * using a wide range of devices to build cohesion within and across paragraphs * using further organisational and presentational devices to structure text and to guide the reader * proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning * ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register | * predicting what might happen from details stated and implied * continuing to read and discuss an increasingly wide range of fiction * reading books that are structured in different ways and reading for a range of purposes * making comparisons within and across books | **INFORMATION TEXT**  Writing an information text about Red Foxes  Predicting details about the book.  Pax is a Red Fox- research and create a fact file about red foxes. |
| Week 6 & 7  12.7.21 & 19.7.21 | * Listen and respond appropriately to adults and their peers * Ask relevant questions to extend their understanding and knowledge * Use relevant strategies to build their vocabulary | * identifying and discussing themes and conventions in and across a wide range of writing * 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 | **BLACKOUT POETRY**  Identifying powerful vocabulary in a text.  Use a War poem to create a black out poem. |