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| **Overarching Topic theme- A Child’s War** |
| **Week commencing** | **Spelling, Punctuation and Grammar links** | **Reading** | **Writing opportunities** |
| Week 1 & 27.6.21 & 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 & 521.6.21&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 FoxesPredicting details about the book.Pax is a Red Fox- research and create a fact file about red foxes. |
| Week 6 & 712.7.21 & 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. |