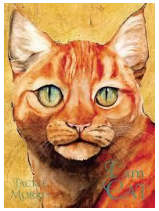
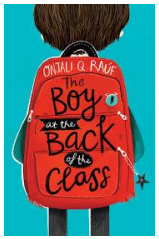
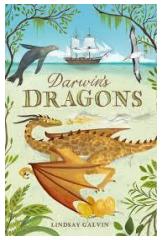
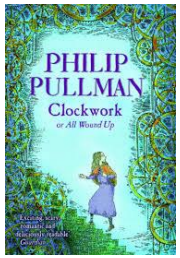
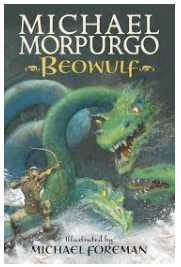
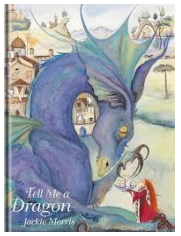
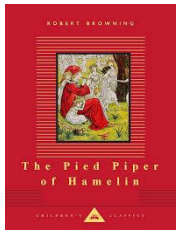
Fiction Non-fiction Poetry

	AUTUMN		SPRING		SUMMER		Key Objectives:	Key Vocabulary:
Year	1	2	1	2	1	2		
5	Reading							
	I am Cat (Jackie Morris) Poetry  The Boy at the Back of the Class (Onjali Q Rauf) 	Darwin's Dragons (Lindsay Galvin) Fiction 	Clockwork (Philip Pullman) Fiction  Biography texts Non-fiction	Beowulf (Michael Morpurgo) Fiction  Tell me a dragon (Jackie Morris) Poetry 	The Pied Piper (Robert Browning) Poetry  The Pied Piper (Michael Morpurgo) Fiction	Rooftoppers (Katherine Rundell) Fiction	**Word reading:** To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/- ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.* To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. **Comprehension:** To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. To 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. To identify main ideas drawn from more than one paragraph and to summarise these. To recommend texts to peers based on personal choice. To discuss vocabulary used by the author to create effect including figurative language. To evaluate the use of authors' language and explain how it has created an impact on the reader. To draw inferences from characters' feelings, thoughts and motives. To make predictions based on details stated and implied, justifying them in detail with evidence from the text.	VIPERS Vocabulary Inference Prediction Explain Retrieve Summarise/sequence Vocabulary will be topic based depending on the text.

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							To continually show an awareness of audience when reading out loud using intonation, tone, volume and action. To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.	
5	Writing							
	Non Chronological Report – Tigers (I am Cat) **Explanation text** – day and night (link to Science)	Setting description (Darwin's Dragons) **Balanced argument** (Darwin's Dragons)	Persuasive letter (Clockwork) **Biography** – Phillip Pullman (Clockwork)	**Adventure Story** (Beowulf)	**Diary writing** (Pied Piper)	**Interview** (Rooftoppers)	**Composition:** To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details. To consistently link ideas across paragraphs. To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements. To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace. To regularly use dialogue to convey a character and to advance the action. To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.	Vocabulary will be linked to specific genres and text-types

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5	SPaG							
	Grammar: Proper nouns Adverbs of possibility Converting nouns and adjectives to verbs (-ate, -ise, -ify) Tenses (past/present progressive, present perfect) Expanded noun phrases **Punctuation:** Possessive plural apostrophes	**Grammar:** Adverbs Modal verbs Verb prefixes (dis, de, mis, over, re) Verb inflection Standard English **Punctuation:** Inverted commas for direct speech	**Grammar:** Prepositions Prefixes (in, im, ir, il) Co-ordinating conjunctions (FANBOYS) **Punctuation:** Inverted commas (changing position of the reporting clause) Parenthesis Commas for meaning and clarity	**Grammar:** Determiners Suffixes Subordinating conjunctions (ISAWAWABUB) Adverbials to link paragraphs Direct and indirect (reported) speech	**Grammar:** Pronouns and Possessive pronouns Word families Subordinate clauses Writing cohesive paragraphs Homophones **Punctuation:** Parenthesis - commas	**Grammar:** Adverbials/fronted adverbials Dictionary work Relative clauses Editing and evaluating **Punctuation:** Parenthesis - dashes	**Word** Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-] **Sentence** Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps,surely] or modal verbs [for example, might, should, will, must] **Text** Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example,later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] **Punctuation** Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity.	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity