

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Year 5</u>	<p>Novel as a theme – modern fiction – THE MIDNIGHT FOX</p> <p>To know how to recommend books to their peers with reasons for choices. To know how to demonstrate active strategies eg – generate questions to refine thinking. To know how to summarise main ideas drawn from more than one paragraph and identify key details which support this. To know how to participate in debates on an issue related to reading. To know how to infer characters’ feelings, thoughts and motives from their actions and justifying</p>	<p>Stories from other cultures – SHORT CLIPS from LITERACY SHED - ZAHRA AND BIRTHDAY BOY,</p> <p>To know how to express preferences about a wider range of books. To know how to close read through the text, re-read and read ahead to locate clues to support understanding. To know how to make comparisons within a text e.g. characters’ viewpoints of the same events. To know how to identify how language, structure and presentation contribute to meaning. To know how to</p>	<p>Stories with Historical settings – THE LION, THE WITCH AND THE WARDROBE</p> <p>To know how to identify and discuss themes and conventions To know how to make comparison across texts To know how to check that the book makes sense to them and demonstrating understanding e.g. through discussion, use of reading journals. To know how to explore meaning of new words in context. To know how to participate in discussions about books that are read to them and those</p>	<p>Film & Play script – GOODNIGHT MR TOM To know how to identify and discuss themes and conventions To know how to make comparison across texts To know how to justify opinions and elaborating by referring to the text. (Point + Evidence + Explanation). To know how to use punctuation to determine intonation and expression when reading aloud to a range of audiences. To know how to prepare playscripts to read aloud and perform, showing understanding through</p>	<p>Myths and Legends – KENSUKE’S KINGDOM</p> <p>To know how to identify and discuss themes and conventions within and across texts e.g. heroism, friend or foe. To know how to make comparison across texts To know how to check that the text makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals. To know how to explore meaning of new words in context.</p>	<p>Poems with a structure</p> <p>To know how to identify and discuss themes and conventions To know how to read texts that are structured in different ways for a range of purposes. To know a wider range of poems by heart. To know how to prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. To know how to explore meaning of new words in context.</p>

	<p>inferences with evidence.</p> <p>Non-chronological reports</p> <p>To know how to distinguish between statements of fact or opinion within a text.</p> <p>To know how to make comparison across texts</p> <p>To know how to recommend non-fiction books or texts to their peers with reasons for choices, e.g. newspaper or magazine article, information books or websites.</p> <p>To know how to explore meaning of new words in context.</p> <p>To know how to summarise main</p>	<p>explain the effect on the reader of the author's choice of language.</p> <p>To know how to make comparison across texts</p> <p>To know how to explore meaning of new words in context.</p> <p>Classic Narrative Poetry – KING JOHN'S CHRISTMAS & A VISIT FROM ST NICHOLAS</p> <p>To know how to prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.</p> <p>To know how to explore, recognise and use the terms <i>metaphor, simile, imagery</i>.</p>	<p>they can read for themselves, building on their own and others ideas and challenging views courteously.</p> <p>To know how to infer characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.</p> <p>To know how to justify opinions and elaborate by referring to the text. (Point + Evidence + Explanation)</p> <p>To know how to explain and discuss their understanding of what they have read, including through formal presentations maintaining a focus on the topic and using notes where necessary.</p>	<p>intonation, tone, volume and action so the meaning is clear to an audience.</p>	<p>To know how to infer characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.</p> <p>To know how to predict what might happen from information stated and implied.</p> <p>To know how 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.</p>	
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	ideas drawn from more than one paragraph and identify key details which support this.	To know how to explain the effect on the reader of the authors' choice of language.	To know how to prepare formal presentations individually or in groups. To know how to use notes to support presentation of information successfully.			
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Persuasion – Done over two different units of work.
Autumn 1 = Debate around fox hunting linking to Midnight Fox
Autumn 2 = Persuasive piece of writing relating to Stories from Other Cultures.
To know how to analyse the conventions of different types of writing e.g. formal presentations, persuasion – **Autumn 1 and 2**
To know how to locate key information by scanning for key words and text marking - **Autumn 1 and 2**
To know how to identify how language, structure and presentation contribute to meaning. e.g. persuasive speech - **Autumn 1 and 2**
To know the effect on the reader of the authors' choice of language - **Autumn 1 (crowd within debate) and 2 (reader of letter)**
To know how to prepare formal presentation individually or in groups - **Autumn 1**
To know how to use notes to support presentation of information - **Autumn 1**
To know how to respond to questions generated by a presentation - **Autumn 1**

GPS

- To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc
- To ensure the consistent and correct use of tense throughout all pieces of writing
- To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly)
- To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns)
- To use commas consistently to clarify meaning or to avoid ambiguity
- To use brackets, dashes or commas to indicate parenthesis
- To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity

Spelling - Transcription

- To write, from memory, simple sentences dictated by the teacher that include words from the Y5 and Y6 common exception rules
- To know how to use the first three or four letters of a word to check meaning, spelling or both of these in a dictionary

To know how to spell words using the rules:

- Endings that sound like /ʃəs/ spelt -cious, - **precious, delicious**, /ʃəs/ spelt -tious, - **cautious, ambitious** /ʃəl/ spelt -cial – **financial, official** and /ʃəl/ spelt -tial –

potential, essential

- Words ending in -ant, -ance, – **distant/distance**, -ent, -ence – **confident/confidence**, -able or -ably – **considerable/considerably** and -ible or -ibly – **incredible/incredibly**

- Adding suffixes beginning with vowel letters to words ending in -fer – **suffering/suffered, offering/offered. Preferred/preferring**

- Use of the hyphen with prefix -co and -re – **co-author/co-worker, re-enter/re-cover**

- Words with the /i:/ sound spelt ie, /i:/ sound spelt ei after c, exceptions to the i before e except after c rule and exceptions to the /i:/ sound spelt ei after c

- Words containing the letter-string ough – **thorough, although**

- Words with “silent” letters: silent k – **knight, knife**, silent w – **answer, sword**, silent b – **debt, tomb**, silent t – **whistle, thistle**, silent h – **honour, white** and

- silent s – **island, debris**

- Homophones and near-homophones

To spell most of the Y5 and Y6 common exception words correctly and words previously taught.

YEAR 5 SPELLING WORDS:

Amateur, ancient, apparent, appreciate, attached, average, awkward, category, cemetery, committee, communicate, community, competition, correspond, criticise (critic + ise), curiosity, definite, desperate, determined, develop, equip (-ped, -ment), especially, excellent, familiar, frequently, guarantee, identity, immediate(ly), individual, interfere, interrupt, language, lightning, occupy, opportunity, persuade, programme, pronunciation, recognise, recommend, relevant, sacrifice, signature, suggest, symbol, system, temperature, thorough, variety, vehicle.

Handwriting - Transcription

- To know how confidently use diagonal and horizontal joining strokes legibly throughout their independent writing

Planning writing and editing

- To know how 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 know how to consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.
- To know how to proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.
- To know how to consistently link ideas across paragraphs.
- To know how to proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.
- To know how to write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including text-specific layout devices)
- To know how to consistently produce sustained and accurate writing from different narrative and non-fiction texts 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