

## Y5 English Progression

Term	Text	Writing Genres & Coverage	Equality, Diversity, Inclusion and Citizenship	Grammar and punctuation
Autumn 1	<p><b>Getting Along Together (GAT)</b>                      Learning to listen                      Asking questions and paraphrasing                      Conflict Elevator                      Roadblocks to conflict                      Talking about “I” message                      Footsteps to friendship</p>	<p><b>SAVVY READER</b>  <b>Reading Skill:</b></p> <ul style="list-style-type: none"> <li>• apply their growing knowledge or root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet</li> <li>• check that they text makes sense to them discussing their understanding and exploring the context</li> <li>• ask questions to improve their understanding</li> <li>• explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> <li>• summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>• to clarify words, sentences, passages and ideas that are hard to understand, using a range of strategies</li> <li>• to clarify words that are hard to understand</li> <li>• to clarify words and ideas in sentences, paragraphs and passages of text</li> <li>• to identify main ideas and supporting details that help with clarifying</li> </ul> <p><b>Language skill:</b></p> <ul style="list-style-type: none"> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• participate in discussions, presentations, performances, role play, improvisations and debates</li> </ul>		
	<p><b>When Jessie Came Across the Sea</b>  <b>Reading Skill:</b></p> <ul style="list-style-type: none"> <li>• identify and discuss themes and conventions in and across a wide range of writing</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>• To identify what we learn about the world through reading stories set in different places and times</li> <li>• draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justify inferences with evidence</li> </ul> <p><b>Language skill:</b></p> <ul style="list-style-type: none"> <li>• Articulate and justify answers, arguments and opinions</li> </ul>	<p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>• to write a diary for Jessie at key points during the story</li> </ul> <p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>• identify purpose and audience and effect for writing</li> <li>• discuss and record ideas for planning using a range of formats</li> <li>• grouping related material into paragraphs</li> <li>• develop and clarify ideas through talk, noting key events and vocabulary on a written plan</li> <li>• propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• use and understand grammatical terminology accurately and appropriately in discussing their writing and reading</li> </ul>	<p><b>This text promotes equality, diversity, and inclusion by exploring economic migration from a deeply personal perspective. It highlights not only the opportunities gained, but also the challenges and emotional cost of leaving behind family and a familiar way of life. Jessie embraces her new home while continuing to value her roots and the memory of her grandmother. The reading objective, to identify what we learn from historical fiction, helps children explicitly recognise and understand these important themes.</b></p>	<p>Create complex sentences by adding a relative clause using a relative pronoun: <i>who, which, where, whose, when, that</i></p> <p>Link ideas across paragraphs using adverbials for time, place and numbers e.g. <i>later, nearby, secondly.</i></p> <p>To understand an independent clause (PVGP)</p> <p>Identify nouns (common, proper, collective) (PVGP)</p> <p>Identify a verb (action and being verb) (PVGP)</p>

			<p>To understand the subject and verb of a single clause (PVGP)</p> <p>To build single clause sentences. (PVGP)</p> <p>To use capital letters and full stops accurately. (recap Year 1)</p> <p>To use question marks and exclamation marks accurately (recap Year 1)</p>
<p><b>Please Mrs. Butler</b></p> <p><b>Reading Skill:</b></p> <ul style="list-style-type: none"> <li>• retrieve and record information from non-fiction</li> <li>• identify how language, structure and presentation contribute to meaning</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>• To collect information about different bugs in order to compare and contrast them</li> </ul> <p><b>Language skill:</b></p> <ul style="list-style-type: none"> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> </ul>	<p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>• to write another poem based on another of the poems read</li> </ul> <p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>• identify purpose and audience and effect for writing</li> <li>• discuss and record ideas for planning using a range of formats</li> <li>• propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• use and understand grammatical terminology accurately and appropriately in discussing their writing and reading</li> </ul>	<p><b>A further poetry unit designed to foster children's enjoyment of the genre and deepen their appreciation of its relevance in modern culture.</b></p>	<p>Perform their own compositions by: Using appropriate intonation, tone and volume to present their writing to a group or class</p> <p>Identify nouns (common, proper, collective)</p> <p>Identify a verb (action and being verb)</p> <p>To identify and use similes, metaphors and personification for poetic devices</p> <p>Identify adjectives and use correctly for noun phrases.</p>
<p><b>Ancient Egypt</b></p> <p><b>Reading Skill:</b></p> <ul style="list-style-type: none"> <li>• identify how language, structure and presentation contribute to meaning</li> <li>• retrieve, record and present information from non-fiction</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>• To recognise ways in which information is presented in a non-fiction text</li> <li>• To compare and contrast information</li> </ul> <p><b>Language skill:</b></p> <ul style="list-style-type: none"> <li>• ask relevant questions to extend their understanding and knowledge</li> </ul>	<p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>• to write an informative text about an ancient god of Egypt for an Encyclopaedia</li> </ul> <p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>• identify purpose and audience and effect for writing</li> <li>• grouping related material into paragraphs</li> <li>• note and develop initial ideas, drawing on reading and research where necessary</li> <li>• use further organisational and presentational devices to structure text and guide the reader</li> <li>• recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> </ul>	<p><b>By learning about life in. Ancient Egypt children will. gain an appreciation and interest in a fascinating ancient civilisation, comparing and contrasting if then with their daily life.</b></p>	<p>Identify and use brackets to indicate parenthesis, e.g. in formal writing: The Cheetah (<i>Acinonyx jubatus</i>)</p> <p>Explore, identify, collect and use noun phrases</p> <p>Create and punctuate complex sentences using ed opening clauses e.g. Exhausted from the race, Sam</p>

		<ul style="list-style-type: none"> <li>• link ideas across paragraphs using a wider range of cohesive devices</li> </ul>		<p>Understand subjunctive forms and use within writing</p> <p>Demarcate complex sentences using commas in order to clarify meaning.</p>
	<p><b>Film Narrative</b></p> <p><b>Reading Skill:</b></p> <ul style="list-style-type: none"> <li>• identify how language, structure and presentation contribute to meaning</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader (viewer)</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>• to understand the structure of film narrative</li> <li>• to identify how characterisation is achieved through character 'voice'</li> </ul> <p><b>Language skill:</b></p> <ul style="list-style-type: none"> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of other</li> </ul>	<p><b>Writing Focus</b></p> <ul style="list-style-type: none"> <li>• to plan a film version of a familiar story</li> </ul> <p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>• identify purpose and audience and effect for writing</li> <li>• discuss and record ideas for planning using a range of formats</li> <li>• grouping related material into paragraphs</li> <li>• use further organisational and presentational devices to structure text and to guide the reader</li> <li>• use and understand grammatical terminology accurately and appropriately in discussing their writing and reading</li> <li>• Show characterisation through the use of description and dialogue</li> <li>• proof-read for spelling and punctuation error</li> </ul>	<p>Both explore strong themes of equality, diversity, and inclusion. The main anthropomorphic characters face discrimination based on their appearance, but ultimately triumph through self-belief, persistence, and determination.</p> <p>The accompanying writing task, creating a film script with dialogue, supports children's understanding of different character perspectives and encourages empathy through role-play and voice.</p>	<p>Create complex sentences by dropping in a relative clause.</p> <p>Use a range of relative pronouns: <i>who, which, where, whose, when, that</i>.</p> <p>Create and punctuate complex sentences using <i>ing</i> opening clauses, e.g. <i>Grimming with anticipation, Paul</i></p> <p>Demarcate complex sentences using commas in order to clarify meaning, including those which have relative clauses.</p>

Autumn 2	<p><b>Secret Friends</b>  <b>Reading Skill:</b></p> <ul style="list-style-type: none"> <li>summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>predict what might happen from details stated and Implied</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>to summarise text</li> <li>to further develop inner voices by practising the art of on-going prediction</li> </ul> <p><b>Language skill:</b></p> <ul style="list-style-type: none"> <li>articulate and justify answers, arguments and opinions</li> <li>consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>ask relevant questions to extend their understanding and knowledge</li> </ul>	<p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>to write a discussion article for a magazine discussing the text.</li> </ul> <p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>identify purpose and audience and effect for writing</li> <li>discuss and record ideas for planning using a range of formats</li> <li>grouping related material into paragraphs</li> <li>select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>ensure the consistent and correct use of tense throughout a piece of writing</li> <li>use and understand grammatical terminology accurately and appropriately in discussing their writing and reading</li> <li>use commas to clarify meaning or avoid ambiguity in writing</li> </ul>	<p>This is a powerful text for exploring themes of diversity, inclusion, and equality. Rafaella is bullied for being different, and even her 'secret' friend Lucy lacks the courage to stand up for her. While the story clearly supports Rafaella and condemns the bullying, it also encourages readers to empathise with Lucy's internal conflict and understand the pressures that lead her to make the wrong choice. This provides an important opportunity for children to reflect on peer pressure in their own lives and to consider the value of making choices based on what is right, rather than simply trying to fit in.</p>	<p>Identify and use brackets to indicate parenthesis, e.g. in formal writing: The Cheetah (<i>Acinonyx jubatus</i>)</p> <p>Explore, identify, collect and use noun phrases</p> <p>Create and punctuate complex sentences using ed opening clauses e.g. Exhausted from the race, Sam</p> <p>Understand subjunctive forms and use within writing</p> <p>Demarcate complex sentences using commas in order to clarify meaning.</p> <p>To understand an independent clause</p> <p>Identify nouns (common, proper, collective)</p>
	<p><b>Long Walk to Freedom</b>  <b>Reading Skill:</b></p> <ul style="list-style-type: none"> <li>draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</li> <li>retrieve, record and present information from non-fiction</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To draw conclusions about events that happened in the Past</li> </ul> <p><b>Language skill:</b></p> <ul style="list-style-type: none"> <li>ask relevant questions to extend their understanding and knowledge</li> <li>articulate and justify answers, arguments and opinions</li> </ul>	<p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>to write a persuasive letter about an unfair rule or law</li> </ul> <p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>identify purpose and audience and effect for writing</li> <li>discuss and record ideas for planning using a range of formats</li> <li>grouping related material into paragraphs</li> <li>note and develop initial ideas, drawing on reading and research where necessary</li> <li>in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</li> <li>use commas to clarify meaning or avoid ambiguity in writing</li> </ul>	<p>This text offers powerful opportunities to discuss apartheid and the broader themes of diversity, equality, and inclusion. Nelson Mandela is presented as a strong role model — a freedom fighter and boxer who remained gentle, kind, and forgiving throughout his life. The book also highlights the personal and family challenges involved in standing up for what you believe in, making it a valuable resource for exploring moral courage and social justice.</p>	<p>Create complex sentences by dropping in a relative clause.</p> <p>Use a range of relative pronouns: <i>who, which, where, whose, when, that.</i></p> <p>Create and punctuate complex sentences using <i>ing</i> opening clauses, e.g. <i>Grimming with anticipation, Paul</i></p> <p>Demarcate complex sentences using commas in order to clarify meaning, including those which have relative clauses.</p> <p>Identify a verb (action and being verb)</p>

		<ul style="list-style-type: none"> <li>• use and understand grammatical terminology accurately and appropriately in discussing their writing and reading</li> </ul>		To understand the subject and verb of a single clause
	<p><b>Anne Frank</b> <b>Reading Skill:</b></p> <ul style="list-style-type: none"> <li>• draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justify inferences with evidence</li> <li>• 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</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>• To make inferences about the text</li> </ul> <p><b>Language skill:</b></p> <ul style="list-style-type: none"> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> </ul>	<p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>• to write a journal entry (recount)</li> </ul> <p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>• identify purpose and audience and effect for writing</li> <li>• discuss and record ideas for planning using a range of formats</li> <li>• grouping related material into paragraphs</li> <li>• use a wide range of devices to build cohesion within and across paragraphs</li> <li>• proof-read for spelling and punctuation errors</li> <li>• use and understand grammatical terminology accurately and appropriately in discussing their writing and reading</li> </ul>	<p>This book provides a powerful context for discussing the Holocaust and its devastating impact on Anne Frank and her family at a deeply personal level. It offers important opportunities to explore themes of equality, diversity, and inclusion, particularly in the face of persecution. The bravery of the German individuals who risked their lives to shelter the Franks is also a significant aspect, highlighting moral courage and the importance of standing up for what is right.</p>	<p>Identify and use brackets to indicate parenthesis, e.g. in formal writing: The Cheetah (<i>Acinonyx jubatus</i>)</p> <p>Explore, identify, collect and use noun phrases</p> <p>Create and punctuate complex sentences using ed opening clauses e.g. Exhausted from the race, Sam</p>
	<p><b>Journey to Jo'burg</b> <b>Reading Skill:</b></p> <ul style="list-style-type: none"> <li>• identify and discuss themes and conventions in and across a wide range of writing</li> <li>• make comparisons within and across books</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>• To investigate a good story opening</li> <li>• To examine how a plot builds up to reach a resolution</li> </ul> <p><b>Language skill:</b></p> <ul style="list-style-type: none"> <li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> </ul>	<p><b>Writing Focus</b></p> <ul style="list-style-type: none"> <li>• to write an appropriate new ending for the book</li> </ul> <p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>• identify purpose and audience and effect for writing</li> <li>• discuss and record ideas for planning using a range of formats</li> <li>• grouping related material into paragraphs</li> <li>• propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• use and understand grammatical terminology accurately and appropriately in discussing their writing and reading</li> <li>• ensure the consistent and correct use of tense throughout a piece of writing</li> </ul>	<p>This powerful book confronts the impact of institutionalised oppression and discrimination on individuals, including society’s most vulnerable children. It offers a profound exploration of diversity, equality, and inclusion. Referencing Nelson Mandela’s autobiography alongside this text provides valuable context and deepens understanding of these themes.</p>	<p>Explore, identify, collect and use noun phrases</p> <p>Create and punctuate complex sentences using ed opening clauses e.g. Exhausted from the race, Sam</p> <p>Understand subjunctive forms and use within writing</p> <p>Demarcate complex sentences using commas in order to clarify meaning.</p> <p>Use inverted commas to punctuate direct speech (speech marks) in independent writing.</p>

Spring 1	<p><b>Getting Along Together (GAT)</b>                  Learning to listen                  Asking questions and paraphrasing                  Conflict Elevator                  Roadblocks to conflict                  Talking about “I” message                  Footsteps to friendship</p>	<p><b>SAVVY READER</b>  <b>Reading Skill:</b></p> <ul style="list-style-type: none"> <li>• apply their growing knowledge or root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet</li> <li>• check that they text makes sense to them discussing their understanding and exploring the context</li> <li>• ask questions to improve their understanding</li> <li>• explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> <li>• summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>• to clarify words, sentences, passages and ideas that are hard to understand, using a range of strategies</li> <li>• to clarify words that are hard to understand</li> <li>• to clarify words and ideas in sentences, paragraphs and passages of text</li> <li>• to identify main ideas and supporting details that help with clarifying</li> </ul> <p><b>Language skill:</b></p> <ul style="list-style-type: none"> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• participate in discussions, presentations, performances, role play, improvisations and debates</li> </ul>		
	<p><b>The Daily Life of a WWII Evacuee</b>  <b>Reading Skill:</b></p> <ul style="list-style-type: none"> <li>• retrieve, record and present information from non-fiction</li> <li>• 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</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>• to identify cause and effect relationships within the text</li> <li>• to look at the structure of the text</li> </ul> <p><b>Language skill:</b></p> <ul style="list-style-type: none"> <li>• articulate and justify answers, arguments and opinions</li> <li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> </ul>	<p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>• to write a leaflet to inform and persuade</li> </ul> <p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>• identify purpose and audience and effect for writing</li> <li>• discuss and record ideas for planning using a range of formats</li> <li>• grouping related material into paragraphs</li> <li>• use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> <li>• use a wide range of devices to build cohesion within and across paragraphs</li> <li>• use modal verbs or adverbs to indicate degrees of possibility</li> </ul>	<p><b>This text provides a powerful narrative of the impact of war on individuals — particularly children who were evacuated from London during the Blitz. Pupils should be encouraged to develop empathy for these characters and the situations they face. This empathy can be extended to a broader understanding of the experiences of modern-day migrants and refugees fleeing war and oppression. Reflecting on their own lives, children may also consider the relative safety and freedoms they enjoy, which can lead to meaningful discussions about current social justice movements, such as Black Lives Matter, and the ongoing challenges around equity and discrimination in today’s society</b></p>	<p>Create complex sentences by dropping in a relative clause. e.g. <i>Solar flares, which we see as sunspots, occur when magnetic energy is released.</i></p> <p>Use a range of relative pronouns: <i>who, which, where, whose, when, that.</i></p> <p>Demarcate complex sentences using commas in order to clarify meaning, including those which have relative clauses.</p> <p>Use further organisational and presentational devices to structure text</p>

<p><b>Darwin and Wallace</b>  <b>Reading Skill:</b></p> <ul style="list-style-type: none"> <li>draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence to provide reasoned justifications for their views</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>to make inferences about the text</li> </ul> <p><b>Language skill:</b></p> <ul style="list-style-type: none"> <li>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> </ul> <p>Examine how authors develop settings in books, e.g. <i>study a short section of text which describes a setting, discuss effect on the reader and make a toolkit of techniques used.</i></p>	<p><b>Writing Focus</b></p> <ul style="list-style-type: none"> <li>to write a letter to a scientist explaining today</li> </ul> <p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>identify purpose and audience and effect for writing</li> <li>discuss and record ideas for planning using a range of formats</li> <li>grouping related material into paragraphs</li> <li>proof-read for spelling and punctuation errors</li> <li>use commas to clarify meaning or avoid ambiguity in writing to use brackets, dashes or commas to indicate parenthesis</li> </ul>	<p>This book provides an excellent introduction to the scientific process, showing how scientists gather evidence, deduce cause and effect, and work to understand complex phenomena. It reinforces the idea that while much is known, science continues to evolve — for example, the mechanisms behind gravity remain only partially understood. Themes of inclusion, diversity, and equality are also embedded in the book's explanation of evolution, showing how gradual adaptations help organisms thrive in different ecological niches. It underlines the idea that all living things have value and deserve protect</p>	<p>Identify and use commas to indicate parenthesis, e.g. <i>The lighthouse, which had been abandoned for years, towered above the town.</i></p> <p>Use devices to build cohesion within a paragraph e.g. <i>firstly, then, presently, this, subsequently.</i></p> <p>Link ideas across paragraphs using fronted adverbials for when and where</p>
<p><b>The Mousehole Cat</b>  <b>Reading Skill:</b></p> <ul style="list-style-type: none"> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>To identify figurative language (metaphors, similes and personification) in stories</li> </ul> <p><b>Language skill:</b></p> <ul style="list-style-type: none"> <li>use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas</li> </ul>	<p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>the children will plan a story and write the opening passages, using figurative language to enhance their work</li> </ul> <p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>identify purpose and audience and effect for writing</li> <li>discuss and record ideas for planning using a range of formats</li> <li>grouping related material into paragraphs</li> <li>select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>propose changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning</li> </ul>	<p>This text explores themes of kindness, resilience, courage, and determination. Introducing children to British legends, such as <i>The Mousehole Cat</i>, is important for promoting inclusion and helping them engage with local culture and British values</p>	<p>Use expanded noun phrases to convey information concisely, e.g. <i>Ole Kirk Christiansen was a <u>respected carpenter with his own company.</u></i></p> <p>Create and use sentences with an adverb starter e.g. <i>Cautiously, Lila approached the fire fiend.</i></p> <p>Create and punctuate complex sentences using <i>ing</i> opening clauses, e.g. <i>Grimming with anticipation, Paul launched himself from the diving board.</i></p> <p>Identify and use dashes to indicate parenthesis, e.g. in less formal writing: <i>The cake was lovely – delicious in fact – so I had another slice.</i></p>

				Identify, select and effectively use pronouns e.g. third person in narratives and newspapers (she, her, he, his, him, they, them, their, theirs, it, its)
	<p><b>Exploring the Universe on the Web</b>  <b>Reading Skill:</b></p> <ul style="list-style-type: none"> <li>• identify how language, structure and presentation contribute to meaning</li> <li>• draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>• To make inferences based on our reading of the information</li> <li>• To compare and contrast similar information when presented by different sources</li> </ul> <p><b>Language skill:</b></p> <ul style="list-style-type: none"> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> </ul>	<p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>• to write a non-chronological report for a magazine on space</li> </ul> <p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>• identify purpose and audience and effect for writing</li> <li>• discuss and record ideas for planning using a range of formats</li> <li>• grouping related material into paragraphs</li> <li>• use a wide range of devices to build cohesion within and across paragraphs</li> <li>• use further organisational and presentational devices to structure text and guide the reader</li> </ul>	<p>This book promotes the use of the web and how infinite the WWW is and the structured that help to research a diverse place to find out more.</p>	<p>Use Standard English verb inflections for writing e.g. <i>We were</i> instead of <i>we was</i>. <i>I was</i> instead of <i>I were</i>, <i>I did</i> instead of <i>I done</i>. <i>She saw it</i> instead of <i>she seen it</i>.</p> <p>Create sentences with fronted adverbials for where e.g. <i>In the distance, a lone wolf howled</i>.</p> <p>Use a comma after the fronted adverbial.</p>
Spring 2	<p><b>Johnny and the Dead</b>  <b>Reading Skill:</b></p> <ul style="list-style-type: none"> <li>• identify how language, structure and presentation contribute to meaning</li> <li>• explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>• to identify the format and layout of a play script</li> <li>• to understand the setting and storyline</li> <li>• to understand how stage directions move the performance forward</li> <li>• to understand how the playwright lets the audience know the different personalities of the characters</li> </ul> <p><b>Language skill:</b></p> <ul style="list-style-type: none"> <li>• ask relevant questions to extend their understanding and knowledge</li> <li>• participate in discussions, presentations, performances, role play, improvisations and debates</li> </ul>	<p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>• to write an additional scene to the play</li> </ul> <p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>• identify purpose and audience and effect for writing</li> <li>• discuss and record ideas for planning using a range of formats</li> <li>• grouping related material into paragraphs</li> <li>• select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• assess the effectiveness of their own and others' writing</li> <li>• identify the audience for and purpose of the writing, select the appropriate form and use other similar writing as models for their own</li> <li>• recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> </ul>	<p>Johnny is an unlikely hero, not particularly strong, clever, or charismatic, yet he achieves something remarkable. He challenges The Council's proposed development plans by highlighting the historical significance of those buried in the graveyard, including an inventor, a suffragette, an Einstein, and an escape artist known for his "almost once" death-defying act. The inclusion of the suffragette offers a meaningful link to themes of equality and inclusion, demonstrating how even the quietest voices can make a powerful impact when they stand up for what is right.</p>	<p>Perform their own compositions by:          Using appropriate intonation, tone and volume to present their writing to a group or class</p> <p>Identify, select, generate and effectively use prepositions for where e.g. above, below, beneath, within, outside, beyond.</p> <p>Identify nouns (common, proper, collective)</p> <p>Identify a verb (action and being verb)</p> <p>To identify and use metaphors</p>

		<ul style="list-style-type: none"> <li>• use modal verbs or adverbs to indicate degrees of possibility</li> <li>• use brackets, dashes or commas to indicate parenthesis</li> </ul>		
	<p><b>Tales of Sir Gadwiin</b></p> <p><b>Reading Skill:</b></p> <ul style="list-style-type: none"> <li>• identify and discuss themes and conventions in and across a wide range of writing</li> <li>• check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• increase their familiarity with a wide range of books, including myths, legends and traditional stories</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>• to question the text while reading</li> <li>• to identify features of legends</li> </ul> <p><b>Language skill:</b></p> <ul style="list-style-type: none"> <li>• ask relevant questions to extend their understanding and knowledge</li> </ul>	<p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>• to write a legend</li> </ul> <p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>• identify purpose and audience and effect for writing</li> <li>• discuss and record ideas for planning using a range of formats</li> <li>• grouping related material into paragraphs</li> <li>• ensure correct subject and verb agreement when using singular and plural</li> <li>• use and understand grammatical terminology accurately and appropriately in discussing their writing and reading</li> <li>• précis longer passages</li> <li>• use passive verbs to affect the presentation of information in a sentence</li> </ul>	<p>This text explores themes of ambition, good, and evil, helping children identify the motivations behind characters' actions and the moments that lead them to behave well or otherwise, offering valuable life lessons. Learning about British legends, such as King Arthur, supports inclusion by helping children engage with local culture and understand British values.</p>	<p>Create complex sentences with adverb starters</p> <p>Use commas after fronted adverbials.</p> <p>Identify, select and effectively use pronouns e.g. second person in persuasion (you, your, yours)</p> <p>Use Standard English verb inflections for writing e.g. We were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen it.</p> <p>Use nouns for precision, e.g. burglar rather than man, bungalow rather than house.</p> <p>Use paragraphs to organise writing, beginning to reflect a change of speaker, location and time.</p>

	<p><b>Narrative Poetry</b>  <b>Reading Skill:</b></p> <ul style="list-style-type: none"> <li>• identify and discuss themes and conventions in and across a wide range of writing</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>• to read, analyse and enjoy narrative poetry</li> <li>• to explore, name and comment on a range of poetic devices in narrative poems</li> </ul> <p><b>Language skill:</b></p> <ul style="list-style-type: none"> <li>• participate in discussions, presentations, performances, role play, improvisations and debates</li> </ul>	<p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>• to write a narrative poem</li> </ul> <p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>• identify purpose and audience and effect for writing</li> <li>• discuss and record ideas for planning using a range of formats</li> <li>• grouping related material into paragraphs</li> <li>• propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• assess the effectiveness of their own and others' writing</li> <li>• use and understand grammatical terminology accurately and appropriately in discussing their writing and reading</li> </ul>	<p>The poem tells the tragic story of the ill-fated Highwayman, who is ultimately shot by soldiers, and the girl he loved, who is used as bait but sacrifices herself by shooting to warn him to stay away. <i>The Lady of Shallott</i> recounts the tale of a young medieval woman mysteriously imprisoned on an island near Camelot, who never achieves her dreams of love and freedom, ultimately freezing to death while trying to reach Camelot. Both narratives are important parts of the British poetry canon, helping children understand wider cultural references and promoting inclusion through shared literary knowledge.</p>	<p>Perform their own compositions by:          Using appropriate intonation, tone and volume to present their writing to a group or class</p> <p>Identify, select, generate and effectively use prepositions for where e.g. above, below, beneath, within, outside, beyond.</p> <p>Identify nouns (common, proper, collective)</p> <p>Identify a verb (action and being verb)</p> <p>To identify and use metaphors and similes</p> <p>To identify and use personification</p> <p>To use poetic devices to help the poem flow.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Summer 1</b></p>	<p><b>Getting Along Together (GAT)</b></p> <p>Learning to listen          Concentrating          Asking questions          Seeing 2 sides to a story          Stop and stay cool          I message          Solutions to conflict          Footsteps to friendship</p>	<p><b>SAVVY READER</b></p> <p><b>Reading Skill:</b></p> <ul style="list-style-type: none"> <li>• apply their growing knowledge or root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet</li> <li>• check that they text makes sense to them discussing their understanding and exploring the context</li> <li>• ask questions to improve their understanding</li> <li>• explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> <li>• summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>• to clarify words, sentences, passages and ideas that are hard to understand, using a range of strategies</li> <li>• to clarify words that are hard to understand</li> <li>• to clarify words and ideas in sentences, paragraphs and passages of text</li> <li>• to identify main ideas and supporting details that help with clarifying</li> </ul> <p><b>Language skill:</b></p> <ul style="list-style-type: none"> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• participate in discussions, presentations, performances, role play, improvisations and debates</li> </ul>		

<p><b>Kensuke's Kingdom</b>  <b>Reading Skill:</b></p> <ul style="list-style-type: none"> <li>• make comparisons within and across books</li> <li>• draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• 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</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>• to investigate how writers present their characters</li> <li>• to examine relationships between characters</li> <li>• to examine how authors' viewpoints of characters impacts on reader</li> </ul> <p><b>Language skill:</b></p> <ul style="list-style-type: none"> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> </ul>	<p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>• to introduce a new character</li> </ul> <p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>• identify purpose and audience and effect for writing</li> <li>• discuss and record ideas for planning using a range of formats</li> <li>• grouping related material into paragraphs</li> <li>• in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>• in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</li> <li>• identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>• use and understand grammatical terminology accurately and appropriately in discussing their writing and reading</li> </ul>	<p>This book explores the long-term impact of war on individual soldiers in a thoughtful and accessible way. Kensuke and Michael, despite coming from different cultures that were once at war, form a strong friendship and learn to communicate and trust each other. Both characters demonstrate resilience throughout their experiences. Themes of equality, diversity, and inclusion are woven throughout the story, particularly in Kensuke's decision to remain on the island, feeling disconnected from a homeland he no longer recognises. The story highlights the power of cross-cultural understanding and the lasting effects of conflict on identity and belonging</p>	<p>Using relative pronouns who, which, where, whose, when, that, create complex sentences by using relative clauses, both at the end of sentences and embedded within, e.g. The man, who had been chopping down the tree, stopped to rest.</p> <p>Create complex sentences where the relative pronoun is omitted e.g. Tina, standing at the bus stop, pondered the day ahead.</p> <p>Use expanded noun phrases to convey complicated information concisely, e.g. carnivorous predators with surprisingly weak jaws and small teeth.</p>
<p><b>Greek Myths</b>  <b>Reading Skill:</b></p> <ul style="list-style-type: none"> <li>• identify and discuss themes and conventions in and across a wide range of writing</li> <li>• make comparisons within and across books</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>• To understand the oral tradition behind Greek myths</li> <li>• To explore different versions of the same myth</li> </ul> <p><b>Language skill:</b></p> <ul style="list-style-type: none"> <li>• ask relevant questions to extend their understanding and knowledge</li> </ul>	<p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>• to write a Greek myth of their own, applying their knowledge of the features of a myth</li> </ul> <p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>• identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• learn and use appropriate grammar (use and punctuate adverbial phrases accurately)</li> <li>• Identify the audience and purpose for a piece of writing and consider this carefully when selecting the language and structures to use,</li> <li>• Blend action, dialogue and description within and across paragraphs,</li> </ul>	<p>By reading these myths and exploring the themes of 'good' and 'evil,' children will learn to analyse the key elements of a person's situation and character that influence their behaviour. Studying myths from around the world supports inclusion and helps children understand important cultural references that appear widely in literature and society.</p>	<p>Create and punctuate complex sentences using ed and ing opening clauses in fiction and non-fiction writing, e.g. Shaped from bronze, the helmet was designed to protect the head during battle.</p> <p>Create and punctuate sentences using simile starters, e.g. Like a fish out of water, she conversed awkwardly with the other guests.</p> <p>Use commas to avoid ambiguity, e.g. 'Let's eat Grandma.' and 'Let's eat, Grandma.'</p>

		<ul style="list-style-type: none"> <li>• During and after composition, independently, edit and improve own writing by using different sentence structures (see VGP).</li> <li>• Assess the effectiveness of own and others' writing in relation to audience and purpose, suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</li> </ul>		<p>Identify and use commas to indicate parenthesis, e.g. The house, lonely and abandoned, teetered on the edge of the cliff.</p> <p>Use brackets and dashes to indicate parenthesis appropriately in formal and less formal writing.</p>
	<p><b>50 Things You Should Know About Titanic</b></p> <p><b>Reading Skill:</b></p> <ul style="list-style-type: none"> <li>• draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</li> <li>• retrieve and record information from non-fiction</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>• to make inferences about the text</li> </ul> <p><b>Language skill:</b></p> <ul style="list-style-type: none"> <li>• ask relevant questions to extend their understanding and knowledge</li> <li>• use relevant strategies to build their vocabulary</li> </ul>	<p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>• to write a newspaper report about the sinking of Titanic</li> </ul> <p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>• organise paragraphs around a theme</li> <li>• extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> </ul>	<p>Details about the conditions in which different classes of passengers travelled, for example, Third Class passengers, many of whom were poor migrants, being confined below deck behind locked gates with armed guards and allowed outside for only one hour a day, provide a strong basis for discussions around equality, diversity, and inclusion. These historical inequalities help students reflect on social class, migration, and human rights, both in the past and today.</p>	<p>Identify, select and effectively use pronouns e.g. first person for diaries, and first-person narratives and recounts (I, me, my, mine, we, us our, ours).</p> <p>Use inverted commas and other punctuation to indicate direct speech e.g. The tour guide announced, "Be back here at four o' clock."</p> <p>Explore, identify, collect and use noun phrases e.g. Mower watched the boat out in the ocean.</p>
	<p><b>I Like This Poem</b></p> <p><b>Reading Skill:</b></p> <ul style="list-style-type: none"> <li>• identify and discuss themes and conventions in and across a wide range of writing</li> <li>• prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>• to identify different poetic devices and appreciate how they enhance the poem</li> </ul> <p><b>Language skill:</b></p> <ul style="list-style-type: none"> <li>• participate in discussions, presentations, performances, role play, improvisations and debates</li> </ul>	<p><b>Writing Focus</b></p> <ul style="list-style-type: none"> <li>• to write a poem based on the structure of 'The Jabberwocky'</li> </ul> <p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>• identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• assess the effectiveness of their own and others' writing</li> <li>• use and understand grammatical terminology accurately and appropriately in discussing their writing and reading</li> </ul>	<p>Reading poetry selected by other children allows readers to explore what makes certain poems appealing to their peers, while also developing empathy and an appreciation for different perspectives and experiences.</p>	<p>Perform their own compositions by: Using appropriate intonation, tone and volume to present their writing to a group or class</p> <p>Identify, select, generate and effectively use prepositions for where e.g. above, below, beneath, within, outside, beyond.</p> <p>Identify nouns (common, proper, collective)</p> <p>Identify a verb (action and being verb)</p> <p>To identify and use metaphors and similes</p>

	<ul style="list-style-type: none"> <li>gain, maintain and monitor the interest of the listener(s)</li> </ul>			<p>To identify and use personification</p> <p>To use poetic devices to help the poem flow.</p>
<h2>Summer 2</h2>	<p><b>Classic Extracts</b></p> <p><b>Reading Skill:</b></p> <ul style="list-style-type: none"> <li>To understand the importance of context in a story set in the past</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>identify and discuss themes and conventions in and across a wide range of writing</li> <li>make comparisons within and across books</li> <li>identify how language, structure and presentation</li> </ul> <p><b>Language skill:</b></p> <ul style="list-style-type: none"> <li>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>consider and evaluate different viewpoints, attending to and building on the contributions of others</li> </ul>	<p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>To write another scene for Black Beauty in the style of Anna Sewell</li> </ul> <p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>to add details including dialogue/write a new scene. punctuating dialogue/recognise and use prepositions. characters and settings</li> <li>in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</li> <li>assess the effectiveness of their own and others' writing, proof-read for spelling and punctuation errors</li> </ul>	<p><i>This is a story of courage, friendship, and resilience. It explores themes of diversity and inclusion through Harry and Adie, two African American soldiers who show kindness to Lily and help find her cat, Tips. The reading task encourages students to reflect on what historical fiction can teach us about empathy and understanding.</i></p>	<p>Use inverted commas and other punctuation to indicate direct speech. Start a new paragraph when a new speaker says something.</p> <p>Use commas to mark clauses in complex sentences.</p> <p>Explore, identify, collect and use noun phrases e.g. <i>The crumbly cookie with tasty marshmallow pieces melted in my mouth.</i></p> <p>Create and use complex sentences with adverb starters in own writing, e.g. <i>Patiently waiting by the harbour, the people gazed</i></p> <p>Create sentences with fronted adverbials for when and where e.g. Use commas after fronted adverbials.</p>
	<p><b>The Fantastic Mr Dahl</b></p> <p><b>Reading Skill:</b></p> <ul style="list-style-type: none"> <li>comment soundly on the writer's use of presentation and language to establish viewpoint and consider how this affects the reader</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>identify how language, structure and presentation contribute to meaning</li> </ul>	<p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>Write a biography of Roald Dahl</li> </ul> <p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>assess the effectiveness of their own and others' writing</li> <li>use and understand grammatical terminology accurately and appropriately in discussing their writing and reading</li> </ul>		<p>Identify, select and effectively use pronouns e.g. first person for diaries, and first-person narratives and recounts (I, me, my, mine, we, us our, ours).</p> <p>Use inverted commas and other punctuation to indicate direct speech e.g. The tour guide announced, "Be back here at four o' clock."</p>

<ul style="list-style-type: none"> <li>draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</li> </ul> <p><b>Language skill:</b></p> <ul style="list-style-type: none"> <li>articulate and justify answers, arguments and opinions</li> <li>comment on writer's viewpoint and the effect on the reader</li> </ul>			<p>Explore, identify, collect and use noun phrases e.g. Mower watched the boat out in the ocean.</p>
<p><b>Walter Tull's Scrapbook</b></p> <p><b>Reading Skill:</b> To identify and comment on the viewpoints represented in the text</p> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>identify how language, structure and presentation contribute to meaning</li> <li>draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</li> </ul> <p><b>Language skill:</b></p> <ul style="list-style-type: none"> <li>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> </ul>	<p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>to write their own autobiographies</li> </ul> <p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>use a wide range of devices to build cohesion within and across paragraphs</li> <li>use and understand grammatical terminology accurately</li> </ul>	<p>The focus of this text is the importance of taking care of the planet and reducing our dependence on plastics. This promotes the concepts that it is important for each individual to take a stand and contribute to global challenges, and to value our amazing planet. Being a good citizen is part of being included in society, so these themes support inclusion.</p>	<p>Use commas to mark clauses in complex sentences.</p> <p>Explore, identify, collect and use noun phrases e.g. <i>The crumbly cookie with tasty marshmallow pieces melted in my mouth.</i></p> <p>Create and use complex sentences with adverb starters in own writing, e.g. <i>Patiently waiting by the harbour, the people gazed</i></p> <p>Create sentences with fronted adverbials for when and where e.g. Use commas after fronted adverbials.</p>
<p><b>Its All About Persuasion</b></p> <p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li>Identify features of persuasive writing and advertisements</li> </ul> <p><b>Reading Skill:</b></p> <ul style="list-style-type: none"> <li>To identify the features of persuasive writing</li> </ul> <p><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li>identify how language, structure and presentation contribute to meaning</li> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>distinguish between statements of fact and opinion</li> </ul> <p><b>Language skill:</b></p> <ul style="list-style-type: none"> <li>articulate and justify answers, arguments and opinions</li> <li>participate in discussions, presentations, performances, role play, improvisations and debates</li> </ul>	<p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>to write persuasive letter</li> </ul> <p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>assess the effectiveness of their own and others' writing</li> <li>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> <li>use and understand grammatical terminology accurately and appropriately in discussing their writing and reading</li> <li>use commas to clarify meaning or avoid ambiguity in writing</li> </ul>		<p>Use commas to mark clauses in complex sentences.</p> <p>Create and use complex sentences with adverb starters in own writing, e.g. <i>Patiently waiting by the harbour, the people gazed</i></p> <p>Create sentences with fronted adverbials for when and where e.g. Use commas after fronted adverbials.</p>

Reading Coverage Statements for the year	Writing Coverage Statements for the year
<p>As above and:</p> <ul style="list-style-type: none"> <li>Use knowledge of root words to understand meanings of words.</li> <li>Apply knowledge of prefixes to understand meaning of new words.</li> <li>Use suffixes to understand meanings e.g. <i>-ant, -ance, -ancy, -ent, -ence, -ency, -ible, -able, -ibly, -ably</i>.</li> <li>Read and understand meaning of words on Y5/6 word list – see bottom.</li> <li>Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</li> </ul> <p>Maintain positive attitudes to reading and understanding what they read by:</p> <ul style="list-style-type: none"> <li>Listening to and discussing a range of fiction/poetry/non-fiction which they might not choose to read themselves.</li> <li>Regularly listening to whole novels read aloud by the teacher from an increasing range of authors.</li> <li>Exploring themes within and across texts e.g. loss, heroism, friendship.</li> <li>Making comparisons within a text e.g. characters' viewpoints of same events.</li> <li>Analysing the conventions of different types of writing e.g. <i>use of first person in autobiographies and diaries</i>.</li> <li>Recommending books to their peers with reasons for choices.</li> <li>Reading books and texts that are structured in different ways for a range of purposes.</li> <li>Expressing preferences about a wider range of books including modern fiction/traditional stories/myths/legends.</li> <li>Learning a wider range of poems by heart.</li> <li>Preparing poems and playscripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.</li> </ul> <p>Understand what they read by:</p> <ul style="list-style-type: none"> <li>Checking that the book makes sense to them and demonstrating understanding e.g. <i>through discussion, use of reading journals</i>.</li> <li>Exploring meaning of words in context.</li> <li>Demonstrating active reading strategies e.g. <i>generating questions to refine thinking, noting thoughts in a reading journal</i>.</li> <li>Inferring characters feelings, thoughts and motives from their actions and justifying inferences with evidence.</li> <li>Predicting what might happen from information stated and implied.</li> <li>Re-read and reads ahead to locate clues to support understanding.</li> <li>Scanning for key words and text marking to locate key information.</li> <li>Summarising main ideas drawn from more than one paragraph and identifying key details which support this.</li> <li>Identifying how language, structure and presentation contribute to meaning e.g. <i>formal letter, informal diary, persuasive speech</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Create complex sentences by using relative clauses with pronouns <i>who, which, where, whose, when, that</i> e.g. <i>Sam, who had remembered his wellies, was first to jump in the river. The robberies, which had taken place over the past month, remained unsolved.</i></li> <li>Create and punctuate complex sentences using <i>ed</i> openers.</li> <li>Create and punctuate complex sentences using <i>ing</i> openers.</li> <li>Create and punctuate complex sentences using simile starters.</li> <li>Demarcate complex sentences using commas and explore <b>ambiguity</b> of meaning.</li> <li>Explore, collect and use <b>modal verbs</b> to indicate degrees of possibility e.g. <i>might, could, shall, will, must</i>.</li> <li>Use devices to build cohesion within a paragraph e.g. <i>firstly, then, presently, subsequently</i>.</li> <li>Link ideas across paragraphs using adverbials for time, place and numbers e.g. <i>later, nearby, secondly</i>.</li> <li>Identify and use <b>brackets</b> and <b>dashes</b></li> <li>Use suffixes <i>-ate, -ise, -ify</i> to convert nouns and adjectives into verbs.</li> <li>Investigate verb prefixes e.g. <i>dis-, re-, pre-, mis-, over-</i>.</li> </ul> <p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>Identifying the audience and purpose</li> <li>Selecting the appropriate language and structures.</li> <li>Using similar writing models.</li> <li>Noting and developing ideas.</li> <li>Drawing on reading and research.</li> <li>Thinking how authors develop characters and settings (in books, films and performances).</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>Selecting <b>appropriate</b> grammar and vocabulary.</li> <li>Blending action, dialogue and description within and across paragraphs.</li> <li>Using devices to build cohesion (see VGP column).</li> <li>Using organisation and presentational devices e.g. <i>headings, sub headings, bullet points, diagrams, text boxes</i>.</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>Assessing the effectiveness of own and others' writing in relation to audience and purpose.</li> <li>Suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</li> <li>Ensuring consistent and correct use of tense throughout a piece of writing.</li> <li>Ensuring consistent subject and verb agreement.</li> <li>Proofreading for spelling and punctuation errors.</li> </ul> <p>Perform own compositions for different audiences:</p> <ul style="list-style-type: none"> <li>Using appropriate intonation and volume.</li> <li>Adding movement.</li> <li>Ensuring meaning is clear.</li> </ul>

Discuss and evaluate how authors use language including figurative language, considering the impact on the reader

- Exploring, recognising and using the terms metaphor, simile, imagery.
- Explaining the effect on the reader of the authors' choice of language.

Distinguish between statements of fact or opinion within a text.

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.

Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary by:

- Preparing formal presentations individually or in groups.
- Using notes to support presentation of information.
- Responding to questions generated by a presentation.
- Participating in debates on an issue related to reading (fiction or non-fiction).

Provide reasoned justifications for their views by:

Justifying opinions and elaborating by referring to the text. (Point + Evidence + Explanation

- Spell words that they have not yet been taught by using what they have learnt about how spelling works in English.

- Use further prefixes and suffixes and understand the guidelines for adding them.

- Spell some words with 'silent' letters, e.g. *knight, psalm, solemn*.

- Continue to distinguish between homophones and other words which are often confused.

- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.

- Use dictionaries to check the spelling and meaning of words.

- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.

- Use a thesaurus.

- Use suffixes *-ate, -ise, -ify* to convert nouns and adjectives into verbs.

- Investigate verb prefixes e.g. *dis-, re-, pre-, mis-, over-*.

- Write fluently.

- Choose when it is appropriate to print or join writing e.g. *printing for labelling a scientific diagram*