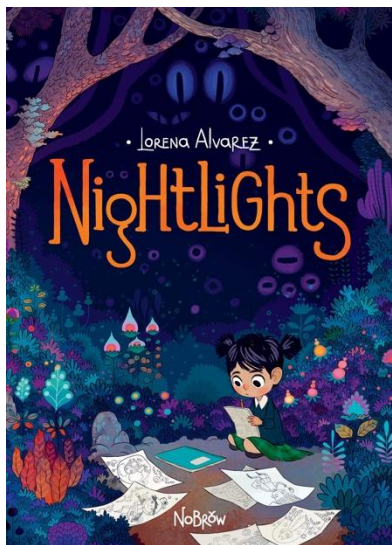


# Autumn Term

## Week 1

### Text.



### Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that I meet.
- I can read books that are structured in different ways and for a range of purposes.
- I can increase my familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- I can recommend and state preferences, giving reasons for my choices.
- I can discuss my understanding of a text, justifying using evidence.
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences such as inferring characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can predict what might happen from details stated and implied.
- I can identify key details that support the main ideas of a text.
- I can identify how structure and presentation contributes to meaning.
- I can discuss texts, building on my own and others' ideas and challenging views courteously.
- I can discuss, explain and debate my understanding of what I have read, maintaining a focus on the topic.

### Spelling

#### Recap of mixed spellings from previous years

Optician  
pyramid  
trouble  
country  
incomplete  
peace  
piece  
vein  
weigh  
parachute

### Grammar and Punctuation objectives

**Pronouns** From Year 4, children should know that a noun can be replaced by a pronoun to avoid repetition in writing. Children should be able to identify which repeated noun needs to be replaced by a pronoun. Children should begin to identify which noun a pronoun is referring to. Focused Questions. Identify the nouns in this sentence. Identify the pronouns in this sentence. Can you replace this noun with a pronoun? Which one would you use and why? Can you replace this pronoun with a noun? How do you know it is referring to that noun?

**Expanding noun phrases** From Year 3 and Year 4, children should be able to identify noun phrases in sentences. Children should know that a simple noun phrase can be made by using a determiner and a noun. They should also know that nouns can be modified by the use of adjectives and prepositions. They may know that this is called an expanded noun phrase. Children should be able to choose appropriate modifying words to create expanded noun phrases. Focused Questions. Identify the noun phrase in this sentence. Does a noun phrase always have a noun? Can a noun phrase include other word classes? How could you modify this noun?

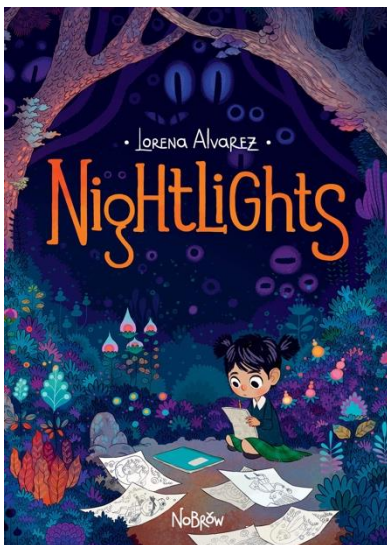
### Writing Objectives

Setting description of one of the dreams.

- I can describe settings and characters to consciously engage the reader.
- I am beginning to proof read my work to précis longer passages by removing unnecessary repetition or irrelevant details.
- I proofread my work, assessing the effectiveness of mine and others' writing, making necessary corrections and improvements.
- I use the full range of punctuation from previous year groups mostly correctly.
- I use a wider range of linking words / phrases between sentences and paragraphs to build cohesion including fronted adverbials (time, manner and place).
- I am beginning to vary the position of clauses within sentences.
- I write legibly, fluently and with increasing speed.

## Week 2

### Text



### Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that I meet.
- I can read books that are structured in different ways and for a range of purposes.
- I can increase my familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- I can recommend and state preferences, giving reasons for my choices.
- I can discuss my understanding of a text, justifying using evidence.
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences such as inferring characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can predict what might happen from details stated and implied.
- I can identify key details that support the main ideas of a text.
- I can identify how structure and presentation contributes to meaning.
- I can discuss texts, building on my own and others' ideas and challenging views courteously.
- I can discuss, explain and debate my understanding of what I have read, maintaining a focus on the topic

### Spelling

#### Recap of mixed spellings from previous years

Illuminate  
 Admiration  
 Foundation  
 Forgotten  
 Gardening  
 great  
 grate  
 fascinate  
 expression  
 possession

### Grammar and Punctuation objectives

**Fronted adverbials** Children should know that a main clause can be expanded by adding an adverbial phrase. They should also know that the location of this adverbial phrase can be moved within the sentence. From Year 4, children may know that an adverb can give more detail about a verb, an adjective and even other adverbs. They tell us how, when, why, where or how often. Children should know that almost all fronted adverbials are followed by a comma even if it is only one word, i.e. Yesterday, I went to the shops and that exceptions to this rule are extremely rare. Writers may choose to omit the comma to change the pace if the sense is not lost e.g. Suddenly it started but more often a comma would follow the fronted adverbial. Focused Questions. What is an adverbial phrase? What does it do within a sentence? Can an adverbial phrase move location within a sentence? Identify the fronted adverbial in this sentence. What punctuation mark should be used after it? Change this sentence so that the adverbial phrase becomes a fronted adverbial. What have you had to change or add?

**Plural and possessive** This step revisits the use of apostrophes, including when they should be used and when they should not be used. From Year 4, children should know the difference between adding -s to indicate a plural noun, adding -'s to indicate possession with a single noun and adding -s' to indicate possession with a plural noun. Children should also know the difference between using an apostrophe for omission and using a possessive pronoun, e.g. it's (short for it is) and its meaning something belongs to the pronoun. Focused Questions. What is the name of the punctuation mark that appears in the word could've? Is this noun plural or is a noun with possession? How would I indicate that this plural noun has possession of something? Is this apostrophe indicating omission or possession? Why does 'its' not need an apostrophe in this sentence?

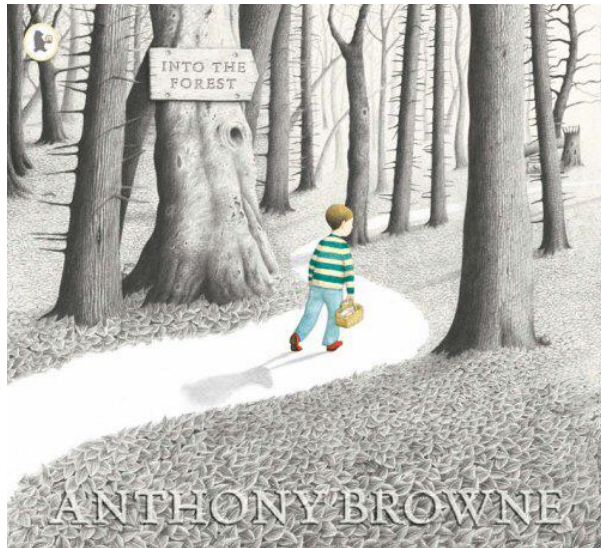
### Writing Objectives

Retell part of the story from Morfie's perspective.

- I can describe settings and characters to consciously engage the reader.
- I am beginning to proof read my work to précis longer passages by removing unnecessary repetition or irrelevant details.
- I proofread my work, assessing the effectiveness of mine and others' writing, making necessary corrections and improvements.
- I use the full range of punctuation from previous year groups mostly correctly.
- I use a wider range of linking words / phrases between sentences and paragraphs to build cohesion including fronted adverbials (time, manner and place).
- I am beginning to vary the position of clauses within sentences.
- I write legibly, fluently and with increasing speed.

## Week 3

### Text



### Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that I meet.
- I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- I can increase my familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- I can recommend and state preferences, giving reasons for my choices.
- I can identify, compare and contrast themes and conventions in and across a wide range of writing.
- I can explore and explain the meaning of words in context, within age appropriate books.
- I can discuss my understanding of a text, justifying using evidence.
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences such as inferring characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can predict what might happen from details stated and implied.
- I can summarise the main ideas drawn from more than one paragraph.

- I can identify key details that support the main ideas of a text.
- I can discuss and evaluate how authors use language, including figurative language.
- I can discuss, explain and debate my understanding of what I have read, maintaining a focus on the topic.

**Spelling**

**Recap of mixed spellings from previous years.**

redecorate  
 mention  
 position  
 weather  
 whether  
 obvious  
 completion  
 mountainous  
 tongue  
 scheme

**Grammar and Punctuation objectives**

**Direct and indirect speech** Children should be able to recognise when speech is being used in writing by identifying inverted commas. From Year 4, children should also be able to punctuate direct speech with a comma after the reporting clause, inverted commas to indicate the start of the direct speech, punctuation for the spoken words and inverted commas to indicate the end of the direct speech. Children may be able to identify when indirect speech has been used and why (for example, reported speech in a newspaper report). Children may be able to rewrite indirect speech as direct speech using their knowledge of punctuating direct speech. Focused Questions. What punctuation has been used to indicate the direct speech in this sentence? Where should the end punctuation go: before the inverted commas or after them? Is this direct speech or indirect speech? How do you know? What words are being spoken in this indirect speech?

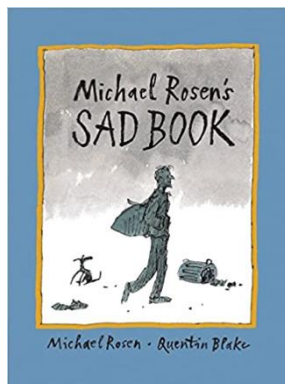
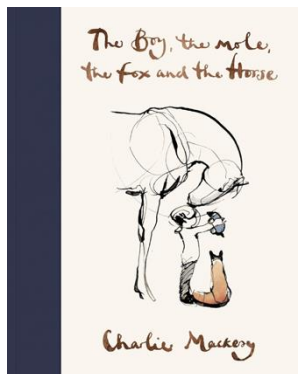
**Writing Objectives**

Retell the story as a descriptive narrative.

- I can describe settings and characters to consciously engage the reader.
- I am beginning to proof read my work to précis longer passages by removing unnecessary repetition or irrelevant details.
- I proofread my work, assessing the effectiveness of mine and others' writing, making necessary corrections and improvements.
- I use the full range of punctuation from previous year groups mostly correctly.
- I use a wider range of linking words / phrases between sentences and paragraphs to build cohesion including fronted adverbials (time, manner and place).
- I am beginning to vary the position of clauses within sentences.
- I write legibly, fluently and with increasing speed.

**Week 4**

**Text**  
**Mental Health Week**  
 (Extracts)



**Reading objectives**

- I can apply my growing knowledge of root words, prefixes and suffixes to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that I meet.
- I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- I can identify, compare and contrast themes and conventions in and across a wide range of writing.
- I can explore and explain the meaning of words in context, within age appropriate books.
- I can discuss my understanding of a text, justifying using evidence.
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences such as inferring characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can summarise the main ideas drawn from more than one paragraph.
- I can identify how language contributes to meaning.
- I can discuss and evaluate how authors use language, including figurative language.
- I can distinguish between statements of fact and opinion.
- I can discuss, explain and debate my understanding of what I have read, maintaining a focus on the topic.

**Spelling**

**Statutory list - random**

- Accompany
- Amateur
- Bargain
- Bruise
- Community
- Competition
- Explanation
- Guarantee
- Individual
- prejudice

**Grammar and Punctuation objectives**

**Relative pronouns** From Year 4, children should know the terms personal pronoun and possessive pronoun and that pronouns are used to replace nouns. In this step, children will learn the term relative pronoun which refers to pronouns such as who, which, where, when, that, etc. Children should be able to identify and use a relative pronoun and know the difference between relative, personal and possessive pronouns. Focused Questions. What is the relative pronoun in the following sentence? Which noun or pronoun does the relative pronoun refer to?

**Recognising relative clauses** This step introduces relative clauses which begin with a relative pronoun. Relative pronouns introduce a relative clause which links one part of a sentence back to another noun or pronoun that has been mentioned previously. Relative clauses do not make sense on their own. Children should begin to identify which noun or pronoun a relative clause is referring to. Focused Questions. What is the relative clause in the following sentence? Is this a relative clause or a main clause? How do you know? Which noun or pronoun is the relative clause referring to?

**Writing Objectives**

Children to create a story/description of a different emotion e.g. happiness, worry etc.

- I can write for a range of purposes and audiences, selecting structure and organisation of a text depending on audience and purpose.
- I am beginning to proof read my work to précis longer passages by removing unnecessary repetition or irrelevant details.
- I proofread my work, assessing the effectiveness of mine and others' writing, making necessary corrections and improvements.
- I use the full range of punctuation from previous year groups mostly correctly.
- I use a wider range of linking words / phrases between sentences and paragraphs to build cohesion including fronted adverbials (time, manner and place).

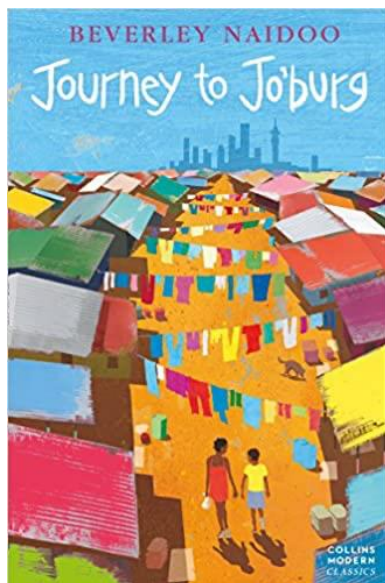


- I use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that).
- I am beginning to include a range of sentence structures.
- I am beginning to vary the position of clauses within sentences.
- I can spell some words correctly from the Y5 / Y6 statutory spelling list.
- I write legibly, fluently and with increasing speed.

## Week 5

### **Text**

**Black History Month (use book for 2 weeks)**



### Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that I meet.
- I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- I can read books that are structured in different ways and for a range of purposes.
- I can increase my familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- I can explore and explain the meaning of words in context, within age appropriate books.
- I can discuss my understanding of a text, justifying using evidence.
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences such as inferring characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can summarise the main ideas drawn from more than one paragraph.
- I can identify key details that support the main ideas of a text.
- I can identify how language contributes to meaning.
- I can identify how structure and presentation contributes to meaning.
- I can discuss and evaluate how authors use language, including figurative language.
- I can distinguish between statements of fact and opinion.
- I can retrieve, record and present information from non-fiction.
- I can discuss texts, building on my own and others' ideas and challenging views courteously.
- I can discuss, explain and debate my understanding of what I have read, maintaining a focus on the topic.

### Spelling

**Words ending in -able and -ably**

adorable  
adorably  
applicable  
applicably  
considerable  
considerably  
tolerable  
tolerably

### Grammar and Punctuation objectives

**Using relative clauses** Now that children know what a relative clause is, they should begin to create their own relative clauses.  
Children should be able to choose an appropriate relative pronoun and use this to write a relative clause which links back to a noun or pronoun in the main clause. Focused Questions. Which relative clause links best to the following main clause? What relative pronouns could you use to link to this noun/pronoun? What extra information can you add using this relative pronoun?

capable  
knowledgeable

### Writing Objectives

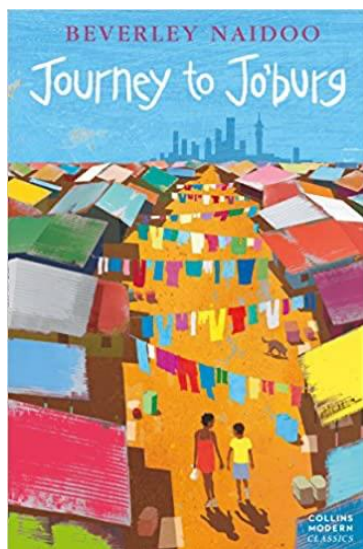
Write Naledi's journey in first person (planning and writing this will last over 2 weeks)

- I can write for a range of purposes and audiences, selecting structure and organisation of a text depending on audience and purpose.
- I can describe settings and characters to consciously engage the reader.
- I select and use organisational and presentational devices that are relevant to the text type (e.g. bullet points, headings, etc.)
- I am beginning to proof read my work to précis longer passages by removing unnecessary repetition or irrelevant details.
- I proofread my work, assessing the effectiveness of mine and others' writing, making necessary corrections and improvements.
- I use the full range of punctuation from previous year groups mostly correctly.
- I use a wider range of linking words / phrases between sentences and paragraphs to build cohesion including fronted adverbials (time, manner and place).
- I use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that).
- I am beginning to vary the position of clauses within sentences.
- I can spell some words correctly from the Y5 / Y6 statutory spelling list.
- I write legibly, fluently and with increasing speed.

### Week 6

#### Text

#### Black History Month



#### Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that I meet.
- I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- I can read books that are structured in different ways and for a range of purposes.
- I can increase my familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- I can explore and explain the meaning of words in context, within age appropriate books.
- I can discuss my understanding of a text, justifying using evidence.
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences such as inferring characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can summarise the main ideas drawn from more than one paragraph.
- I can identify key details that support the main ideas of a text.
- I can identify how language contributes to meaning.
- I can identify how structure and presentation contributes to meaning.
- I can discuss and evaluate how authors use language, including figurative language.
- I can distinguish between statements of fact and opinion.

- I can retrieve, record and present information from non-fiction.
- I can discuss texts, building on my own and others' ideas and challenging views courteously.
- I can discuss, explain and debate my understanding of what I have read, maintaining a focus on the topic.

**Spelling**  
**Consolidating**

All words practised at random this half term and then assessed on the fifth day.

**Grammar and Punctuation objectives**

**Omitting relative pronouns** Once children are able to create and use relative clauses confidently, they should begin to use implied/omitted relative pronouns. A clause can still be relative even if there is no relative pronoun at the start. For example, 'I went to the park which is around the corner from my house.' can still make sense without the relative pronoun 'which' or the verb 'is'. 'I went to the park around the corner from my house.' It is implied that the relative clause 'around the corner from my house' is referring to the noun 'park' rather than the pronoun 'I'. Focused Questions. Does the following sentence make sense without a relative pronoun? What is the implied/omitted relative pronoun in the following sentence? Rewrite the following sentence and omit the relative pronoun.

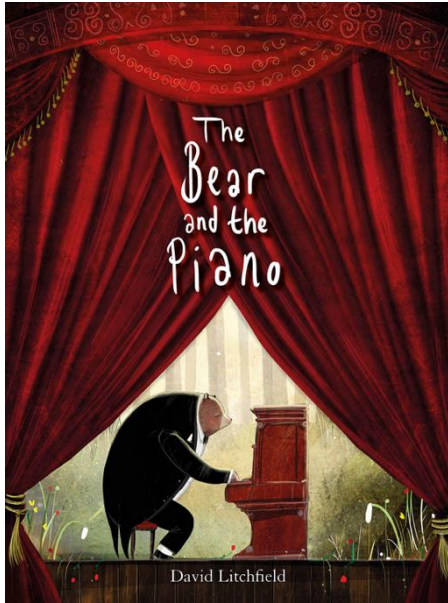
**Writing Objectives**

Complete Naledi's journey in first person

- I can write for a range of purposes and audiences, selecting structure and organisation of a text depending on audience and purpose.
- I can describe settings and characters to consciously engage the reader.
- I select and use organisational and presentational devices that are relevant to the text type (e.g. bullet points, headings, etc.)
- I am beginning to proof read my work to précis longer passages by removing unnecessary repetition or irrelevant details.
- I proofread my work, assessing the effectiveness of mine and others' writing, making necessary corrections and improvements.
- I use the full range of punctuation from previous year groups mostly correctly.
- I use a wider range of linking words / phrases between sentences and paragraphs to build cohesion including fronted adverbials (time, manner and place).
- I use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that).
- I am beginning to vary the position of clauses within sentences.
- I can spell some words correctly from the Y5 / Y6 statutory spelling list.
- I write legibly, fluently and with increasing speed



**Text**



**Reading objectives**

- I can apply my growing knowledge of root words, prefixes and suffixes to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that I meet.
- I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- I can identify, compare and contrast themes and conventions in and across a wide range of writing.
- I can explore and explain the meaning of words in context, within age appropriate books.
- I can discuss my understanding of a text, justifying using evidence.
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences such as inferring characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can summarise the main ideas drawn from more than one paragraph.
- I can identify key details that support the main ideas of a text.
- I can identify how language contributes to meaning.
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**Spelling**

**Words with silent letters**

- Knew
- Knock
- Knobbly
- Knit
- Knapsack
- Knuckles
- Knead
- Knack
- Knob
- knowledge

**Grammar and Punctuation objectives**

**Recognising modal verbs** In this step, children will learn to recognise modal verbs in sentences. The modal verbs are: can, could, may, might, shall, should, must, will, would, ought to. Children need to know that modal verbs work with another verb to indicate the possibility of something. They tell you how certain, how necessary or how able the other verb is, e.g. 'It will rain today.' indicates that it is certain, whereas 'It may rain today.' indicates that there is also a possibility that it won't rain. Children should also know that modal verbs are always in the same form such as may, can or should. Modal verbs do not have any other forms, i.e. mayed or maying. Children should also be taught that most modal verbs are followed by the base form of the verb with exceptions being the semi-modal verbs, for example, ought and used which are followed by the infinitive e.g. ought to be, used to be Focused Questions. What does a modal verb tell you? How certain/necessary/able is the verb in this sentence? What word is the modal verb in this sentence?

**Writing Objectives**

Create the magazine article that was written about the bear.

- I can write for a range of purposes and audiences, selecting structure and organisation of a text depending on audience and purpose.
- I select and use organisational and presentational devices that are relevant to the text type (e.g. bullet points, headings, etc.)
- I proofread my work, assessing the effectiveness of mine and others' writing, making necessary corrections and improvements.
- I use the full range of punctuation from previous year groups mostly correctly.
- I use a wider range of linking words / phrases between sentences and paragraphs to build cohesion including fronted adverbials (time, manner and place).

- I use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that).
- I am beginning to include a range of sentence structures.
- I am beginning to vary the position of clauses within sentences.
- I use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.
- I can spell some words correctly from the Y5 / Y6 statutory spelling list.
- I write legibly, fluently and with increasing speed.

## Week 8

### Text

#### Anti-bullying week - The Bully Asleep by John Walsh.

##### The Bully Asleep

One afternoon, when grassy  
Scents through the classroom crept,  
Bill Craddock laid his head  
Down on his desk and slept.

The children came round him:  
Jimmy, Roger and Jane;  
They lifted his head timidly  
And let it sink again.

'Look, he's gone sound asleep, Miss'  
Said Jimmy Adair;  
'He stays up all night you see;  
His mother doesn't care.'

'Stand away from him children.'  
Miss Andrews stooped to see.  
'Yes he's asleep; go on  
With your writing and let him be.'

'Now's a good chance!' whispered Jimmy;  
And he snatched Bill's pen and hid it.  
'Kick him under the desk, hard;  
He won't know who did it.'

'Fill all his pockets with rubbish –  
Paper, apple-cores, chalk.'  
So they plotted, while Jane  
Sat wide-eyed at their talk.

Not caring, not hearing,  
Bill Craddock he slept on;  
Lips parted, eyes closed –  
Their cruelty gone.

'Stick him with pins!' muttered Roger.  
'Ink down his neck!' said Jim.  
But Jane, tearful and foolish,  
Wanted to comfort him.



John Walsh

### Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that I meet.
- I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- I can 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.
- I can explore and explain the meaning of words in context, within age appropriate books.
- I can discuss my understanding of a text, justifying using evidence.
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences such as inferring characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can predict what might happen from details stated and implied.
- I can summarise the main ideas drawn from more than one paragraph.
- I can discuss and evaluate how authors use language, including figurative language.
- I can discuss, explain and debate my understanding of what I have read, maintaining a focus on the topic.

### Spelling

#### Words with the /I:/ sound spelt ei after c and other consonants.

- Deceive
- Receive
- Perceive
- Ceiling
- Receipt
- Conceit
- Deceit
- Counterfeit
- Seizes

### Grammar and Punctuation objectives

**Using modal verbs** Children should choose appropriate modal verbs using their knowledge of the different types to indicate certainty, necessity and ability. They should be able to explain why they have chosen a particular modal verb and how it changes/enhances the meaning of the verb in their sentence. Focused Questions. What modal verb could you use in the sentence to show certainty/uncertainty, necessity/unecessity, ability/inability? How could we change the sentence to show inability instead of ability?

neither

### Writing Objectives

Create own Anti-bullying poem

- I can write for a range of purposes and audiences, selecting structure and organisation of a text depending on audience and purpose.
- I am beginning to proof read my work to précis longer passages by removing unnecessary repetition or irrelevant details.
- I proofread my work, assessing the effectiveness of mine and others' writing, making necessary corrections and improvements.
- I use the full range of punctuation from previous year groups mostly correctly.
- I use a wider range of linking words / phrases between sentences and paragraphs to build cohesion including fronted adverbials (time, manner and place).
- I use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that).
- I am beginning to vary the position of clauses within sentences.
- I use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.
- I can spell some words correctly from the Y5 / Y6 statutory spelling list.

### Week 9

#### **Text**

**Video version of the story.**

<https://www.literacysshed.com/the-myths-and-legends-shed.html>

**Film version**



<https://www.dltk-kids.com/world/greece/m-story-arachne-and-athena.htm>

**Text version**

#### **Reading objectives**

- I can increase my familiarity with a wide range of stories, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- I can explore and explain the meaning of words in context, within age appropriate stories.
- I can discuss my understanding of a story, justifying using evidence.
- I can ask relevant questions to improve my understanding of the story.
- I can draw inferences such as inferring characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can predict what might happen from details stated and implied.
- I can summarise the main ideas drawn from more than one scene.
- I can identify key details that support the main ideas of a text.
- I can discuss, explain and debate my understanding of stories, maintaining a focus on the topic.

#### **Spelling**

**Exceptions to the I before e rule except after c**

Ancient

Efficient

Science

Conscience

Sufficient

Inefficient

#### **Grammar and Punctuation objectives**

**Recognising adverbs** This step is optional depending on whether your pupils are confident in recognising adverbs in sentences. From Year 3, children should know the word class adverbs and that they are used to explain when, how often, where or how a verb takes place. They should also know that adverbs can move locations within a sentence. Some words can be used as adverbs or prepositions so children need to understand how to identify whether it is an adverb (not immediately followed by a noun or pronoun) or a preposition. From Year 4, children should also know that adverbs can be used as adverbial phrases which can move locations within a sentence, such as a fronted adverbial. This step is a recap of adverbs and

Proficient  
Mischief  
Species  
deficiencies

adverbial phrases. Children need to be able to recognise adverbs in sentences and explain how they have been used. Focused Questions. Which word is an adverb in the sentence? What type of adverb has been used? Can the adverb be moved within the sentence? What is the sentence now? Is this word an adverb or a preposition? How do you know?

**Using adverbs** Once children can recognise adverbs in sentences, they need to move onto using adverbs in sentences. Children should be able to explain how the choice of location can impact on the style of writing. For example, having the adverb 'gently' at the start of the clause sets the tone of the sentence as to how the action is undertaken, rather than focusing on the action itself. This step looks at using the different types of adverbs and how a writer can convey different meanings by using various adverbs. Focused Questions. Which adverb could be used to explain when/how often/where/how this verb has taken place? Where could the adverb be written in this sentence? Can you have more than one adverb in a sentence? What impact will this have on the sentence?

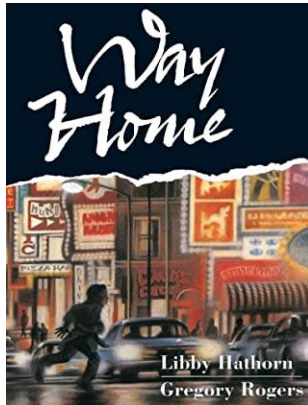
### Writing Objectives

retell of the myth.

- I can describe settings and characters to consciously engage the reader.
- I am beginning to proof read my work to précis longer passages by removing unnecessary repetition or irrelevant details.
- I proofread my work, assessing the effectiveness of mine and others' writing, making necessary corrections and improvements.
- I use the full range of punctuation from previous year groups mostly correctly.
- I use a wider range of linking words / phrases between sentences and paragraphs to build cohesion including fronted adverbials (time, manner and place).
- I use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that).
- I am beginning to vary the position of clauses within sentences.
- I use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.
- I can spell some words correctly from the Y5 / Y6 statutory spelling list.
- I write legibly, fluently and with increasing speed.

## Week 10

**Text**



**Reading objectives**

- I can apply my growing knowledge of root words, prefixes and suffixes to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that I meet.
- I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- I can identify, compare and contrast themes and conventions in and across a wide range of writing.
- I can explore and explain the meaning of words in context, within age appropriate books.
- I can discuss my understanding of a text, justifying using evidence.
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences such as inferring characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can summarise the main ideas drawn from more than one paragraph.
- I can identify key details that support the main ideas of a text.
- I can identify how language contributes to meaning.
- I can discuss and evaluate how authors use language, including figurative language.
- I can distinguish between statements of fact and opinion.
- I can discuss texts, building on my own and others' ideas and challenging views courteously.
- I can discuss, explain and debate my understanding of what I have read, maintaining a focus on the topic

**Spelling**

**Statutory list - random**

- Occur
- Forty
- According
- Lightning
- Stomach
- Pronunciation
- Signature
- Criticise
- Immediately attached

**Grammar and Punctuation objectives**

**Recognising Adverbs to Indicate Degrees of Possibility** In this step, children will learn to recognise adverbs used to indicate degrees of possibility. There are two groups of adverbs which can indicate possibility – ones that show certainty (very likely) and ones that show uncertainty (less likely). Adverbs which show that the verb is certain (or very likely) to happen include: definitely, certainly and of course. Adverbs which show that the verb is uncertain (or less likely) to happen include: possibly, maybe and unlikely. Children should be able to identify which word is indicating possibility and explain whether it is showing certainty or uncertainty. Usually, adverbs which indicate degrees of possibility come either directly before or after a verb. Occasionally, they can be used as a fronted adverbial depending on the sentence. Focused Questions. Which adverbs show certainty? Which adverbs show uncertainty? Which word is the adverb in the sentence? Does it show certainty or uncertainty? Can adverbs which indicate possibility move location in the sentence?

**Writing Objectives**

Tell the story from the perspective of the cat.

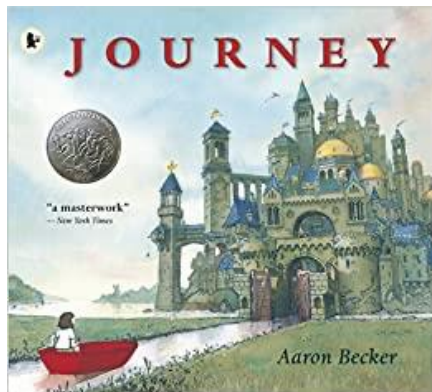
- I can describe settings and characters to consciously engage the reader.
- I am beginning to proof read my work to précis longer passages by removing unnecessary repetition or irrelevant details.
- I proofread my work, assessing the effectiveness of mine and others' writing, making necessary corrections and improvements.
- I use the full range of punctuation from previous year groups mostly correctly.



- I use a wider range of linking words / phrases between sentences and paragraphs to build cohesion including fronted adverbials (time, manner and place).
- I use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that).
- I am beginning to vary the position of clauses within sentences.
- I use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.
- I can spell some words correctly from the Y5 / Y6 statutory spelling list.
- I write legibly, fluently and with increasing speed.

## Week 11

### Text



### Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that I meet.
- I can read books that are structured in different ways and for a range of purposes.
- I can explore and explain the meaning of words in context, within age appropriate books.
- I can discuss my understanding of a text, justifying using evidence.
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences such as inferring characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can predict what might happen from details stated and implied.
- I can summarise the main ideas drawn from more than one paragraph
- I can identify how structure and presentation contributes to meaning.
- I can discuss texts, building on my own and others' ideas and challenging views courteously.
- I can discuss, explain and debate my understanding of what I have read, maintaining a focus on the topic.

### Spelling

#### Words containing the letter string ough

Bought  
Thought  
Nought  
Brought  
Fought  
Sought  
Drought  
Plough  
Trough  
wrought

### Grammar and Punctuation objectives

**Using Adverbs to Indicate Degrees of Possibility** Now that children can recognise adverbs which indicate degrees of possibility, they should begin to choose appropriate adverbs using their knowledge of the different types to indicate certainty and uncertainty. They should be able to explain why they have chosen a particular adverb and how it changes/enhances the meaning of the verb in their sentence. Focused Questions. What adverb could you use in the sentence to show certainty/uncertainty? How could we change the sentence to show certainty rather than uncertainty?

### Writing Objectives

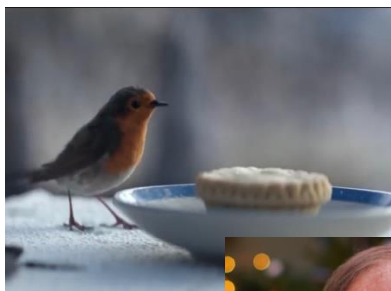
Write the narrative of the story.

- I can describe settings and characters to consciously engage the reader.
- I am beginning to proof read my work to précis longer passages by removing unnecessary repetition or irrelevant details.
- I proofread my work, assessing the effectiveness of mine and others' writing, making necessary corrections and improvements.
- I use the full range of punctuation from previous year groups mostly correctly.
- I use a wider range of linking words / phrases between sentences and paragraphs to build cohesion including fronted adverbials (time, manner and place).
- I use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that).
- I am beginning to vary the position of clauses within sentences.
- I use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.
- I can spell some words correctly from the Y5 / Y6 statutory spelling list.
- I write legibly, fluently and with increasing speed.

## Week 12

### Text

<https://www.literacysshed.com/cominghome.html>



**Advert and Michael  
Morpurgo reading.**

**'Coming Home'**



### Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that I meet.
- I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- I can read books that are structured in different ways and for a range of purposes.
- I can increase my familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- I can recommend and state preferences, giving reasons for my choices.
- I can identify, compare and contrast themes and conventions in and across a wide range of writing.
- I can 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.
- I can explore and explain the meaning of words in context, within age appropriate books.
- I can discuss my understanding of a text, justifying using evidence.
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences such as inferring characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can predict what might happen from details stated and implied.
- I can summarise the main ideas drawn from more than one paragraph.
- I can identify key details that support the main ideas of a text.
- I can identify how language contributes to meaning.
- I can identify how structure and presentation contributes to meaning.
- I can discuss and evaluate how authors use language, including figurative language.
- I can distinguish between statements of fact and opinion.
- I can retrieve, record and present information from non-fiction.
- I can discuss texts, building on my own and others' ideas and challenging views courteously.

• I can discuss, explain and debate my understanding of what I have read, maintaining a focus on the topic.

**Spelling**  
**Consolidating**

All words practised at random this half term and then assessed on the fifth day.

**Grammar and Punctuation objectives**

This week should be used to recap on the objectives covered this term and to assess understanding.

**Writing Objectives**

Write the journey home from the Robin's perspective.

- I can describe settings and characters to consciously engage the reader.
- I am beginning to proof read my work to précis longer passages by removing unnecessary repetition or irrelevant details.
- I proofread my work, assessing the effectiveness of mine and others' writing, making necessary corrections and improvements.
- I use the full range of punctuation from previous year groups mostly correctly.
- I use a wider range of linking words / phrases between sentences and paragraphs to build cohesion including fronted adverbials (time, manner and place).
- I use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that).
- I am beginning to vary the position of clauses within sentences.
- I use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.
- I can spell some words correctly from the Y5 / Y6 statutory spelling list.
- I write legibly, fluently and with increasing speed.

**Week 13**

**Spelling**  
**Consolidation**

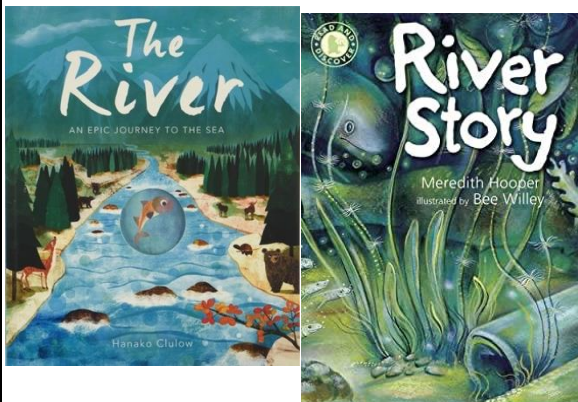
All words practised at random this half term and then assessed on the fifth day.

This week has been left blank to allow for faith week activities, engineering week etc.

**Spring Term**

**Week 1**

## Text



## Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that I meet.
- I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- I can read books that are structured in different ways and for a range of purposes.
- I can recommend and state preferences, giving reasons for my choices.
- I can identify, compare and contrast themes and conventions in and across a range of writing.
- I can 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.
- I can explore and explain the meaning of words in context, within age appropriate books.
- I can discuss my understanding of a text, justifying using evidence.
- I can ask relevant questions to improve my understanding of the text.
- I can justify inferences with evidence.
- I can identify key details that support the main ideas of a text.
- I can identify how language contributes to meaning.
- I can identify how structure and presentation contributes to meaning.
- I can discuss and evaluate how authors use language, including figurative language.
- I can discuss, explain and debate my understanding of what I have read, maintaining a focus on the topic.

## Spelling

### Recap Autumn term

Knuckle  
Ceiling  
Receipt  
Inefficient  
Proficient  
Sought  
Drought  
Admiration  
Considerable  
perceive

## Grammar and Punctuation objectives

**Recognising Parenthesis** This step introduces the term parenthesis. Children may have seen examples of parenthesis within texts already covered in class, but may not know the grammatical term for this. Parenthesis can be demarcated using brackets, dashes or commas and can be positioned mid-sentence or at the end of a sentence as an afterthought. It is used to add non-essential, extra information into a sentence which is otherwise grammatically correct. Parenthesis which is positioned mid-sentence can be punctuated with a pair of brackets, a pair of dashes or a pair of commas. Parenthesis which is positioned at the end of a sentence can be punctuated by a pair of brackets, or a single dash or comma. If brackets are used at the end of a sentence, the punctuation mark to end the sentence must come after the closing bracket. Examples of parenthesis being used include: Millie – my friend – is coming over for dinner. Jack, who is my neighbour, has a dog. On Tuesday, I will be going to football (unless I get detention). Focused Questions. Highlight parenthesis in this sentence. What punctuation can be used to demarcate parenthesis? Where in the sentence can parenthesis be positioned?

**Using brackets to indicate parenthesis** Once children can recognise parenthesis they can move on to using it. This step looks at using brackets to indicate parenthesis. Children should be able to demarcate parenthesis in different positions within sentence, remembering to surround the parenthesis with brackets both mid-sentence and if positioned at the end of a sentence. Children should know that if the parenthesis is added at the end of the sentence, the closing bracket must come before the punctuation at the end of the sentence, for example: My dad bought a new car (as his old one broke down). Are you coming for dinner (roast beef and Yorkshire puddings)?

Focused Questions. Insert brackets into this sentence to demarcate parenthesis. Have these brackets been used to indicate parenthesis correctly? Could this parenthesis be positioned differently within the sentence?

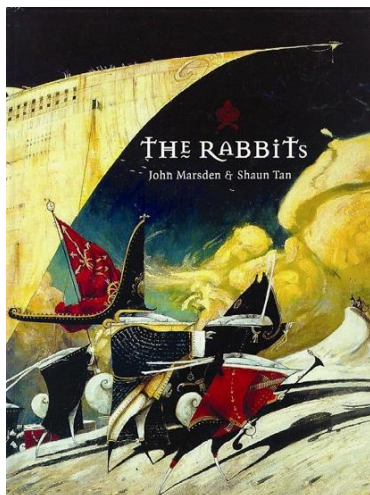
### Writing Objectives

Write a river calligram poem.

- I can write for a range of purposes and audiences, selecting structure and organisation of a text depending on audience and purpose.
- I can describe settings to consciously engage the reader.
- I select and use organisational and presentational devices that are relevant to the text type (e.g. bullet points, headings, etc.)
- I am beginning to proof read my work to précis longer passages by removing unnecessary repetition or irrelevant details.
- I proofread my work, assessing the effectiveness of mine and others' writing, making necessary corrections and improvements.
- I use the full range of punctuation from previous year groups mostly correctly.
- I use a wider range of linking words / phrases between sentences and paragraphs to build cohesion including fronted adverbials (time, manner and place).
- I use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that).
- I am beginning to vary the position of clauses within sentences.
- I use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.

## Week 2

### Text



### Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that I meet.
- I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- I can recommend and state preferences, giving reasons for my choices.
- I can identify, compare and contrast themes and conventions in and across a wide range of writing.
- I can discuss my understanding of a text, justifying using evidence.
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences such as inferring characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can predict what might happen from details stated and implied.
- I can summarise the main ideas drawn from more than one paragraph.
- I can identify key details that support the main ideas of a text.
- I can identify how structure and presentation contributes to meaning.
- I can discuss texts, building on my own and others' ideas and challenging views courteously.
- I can discuss, explain and debate my understanding of what I have read, maintaining a focus on the topic.

### Spelling

Words containing the letter string ough

### Grammar and Punctuation objectives



Through  
Thorough  
Borough  
Enough  
Bough  
Though  
Although  
Dough  
Thoroughness  
ought

**Using dashes to indicate parenthesis** This step builds on the previous two steps and looks at using dashes to indicate parenthesis. Children should be able to demarcate parenthesis in different positions in a sentence, remembering to surround the parenthesis with dashes mid-sentence. Children should remember to use a single dash to open parenthesis if adding an afterthought at the end of a sentence. Focused Questions. Insert dashes into this sentence to demarcate parenthesis. Have these dashes been used to indicate parenthesis correctly? Could this parenthesis be positioned differently within the sentence?

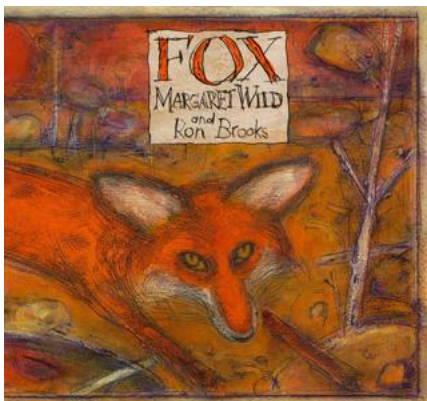
### Writing Objectives

Write a journal from the perspective of the Rabbits.

- I can write for a range of purposes and audiences, selecting structure and organisation of a text depending on audience and purpose.
- I can describe settings and characters to consciously engage the reader.
- I am beginning to proof read my work to précis longer passages by removing unnecessary repetition or irrelevant details.
- I proofread my work, assessing the effectiveness of mine and others' writing, making necessary corrections and improvements.
- I use the full range of punctuation from previous year groups mostly correctly.
- I use a wider range of linking words / phrases between sentences and paragraphs to build cohesion including fronted adverbials (time, manner and place).
- I use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that).
- I am beginning to include a range of sentence structures.
- I am beginning to vary the position of clauses within sentences.
- I am beginning to use brackets, dashes or commas to indicate parenthesis.
- I use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.
- I can convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.

### Week 3

**Text**



**Reading objectives**

- I can apply my growing knowledge of root words, prefixes and suffixes to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that I meet.
- I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- I can read books that are structured in different ways and for a range of purposes.
- I can explore and explain the meaning of words in context, within age appropriate books.
- I can discuss my understanding of a text, justifying using evidence.
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences such as inferring characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can predict what might happen from details stated and implied.
- I can summarise the main ideas drawn from more than one paragraph.
- I can identify how language contributes to meaning.
- I can identify how structure and presentation contributes to meaning.
- I can discuss and evaluate how authors use language, including figurative language.
- I can discuss, explain and debate my understanding of what I have read, maintaining a focus on the topic.

**Spelling**

**Words ending in able**

- Dependable
- Comfortable
- Understandable
- Reasonable
- Enjoyable
- Reliable
- Excitable
- Preferable
- Adorable
- believable

**Grammar and Punctuation objectives**

**Using commas to indicate parenthesis** This step builds on the previous steps and looks at using commas to indicate parenthesis. Children should be able to demarcate parenthesis in different positions in a sentence, remembering to surround the parenthesis with commas mid-sentence. Children should remember to use a single comma to open parenthesis if adding an afterthought at the end of a sentence. Some children should be able to explain whether a comma has been used for an adverbial, a subordinate clause or in a list as well as using commas to indicate parenthesis. Normally, if a sentence uses a comma for any other reason, brackets or dashes are preferred to indicate parenthesis. Focused Questions. Insert commas into this sentence to demarcate parenthesis. Have these commas been used to indicate parenthesis correctly? Could this parenthesis be positioned differently within the sentence?

**Writing Objectives**

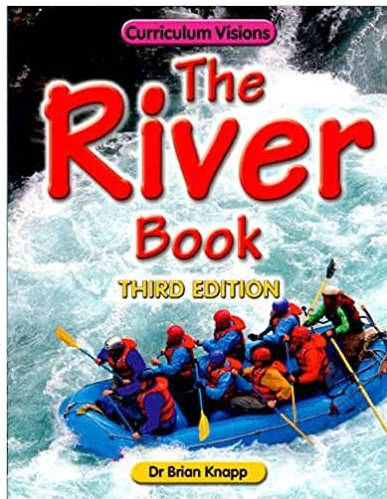
Write the next part of the story.

- I can describe settings and characters to consciously engage the reader.
- I am beginning to proof read my work to précis longer passages by removing unnecessary repetition or irrelevant details.
- I proofread my work, assessing the effectiveness of mine and others' writing, making necessary corrections and improvements.
- I use the full range of punctuation from previous year groups mostly correctly.
- I use a wider range of linking words / phrases between sentences and paragraphs to build cohesion including fronted adverbials (time, manner and place).

- I use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that).
- I am beginning to include a range of sentence structures.
- I am beginning to vary the position of clauses within sentences.
- I am beginning to use brackets, dashes or commas to indicate parenthesis.
- I use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.
- I can spell a wider range of words correctly from the Y5 / Y6 statutory spelling list.

## Week 4

### Text



### Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that I meet.
- I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- I can read books that are structured in different ways and for a range of purposes.
- I can explore and explain the meaning of words in context, within age appropriate books.
- I can discuss my understanding of a text, justifying using evidence.
- I can ask relevant questions to improve my understanding of the text.
- I can summarise the main ideas drawn from more than one paragraph.
- I can identify how structure and presentation contributes to meaning..
- I can distinguish between statements of fact and opinion.
- I can retrieve, record and present information from non-fiction.
- I can discuss, explain and debate my understanding of what I have read, maintaining a focus on the topic.

### Spelling

#### Statutory list - random

Especially  
Neighbour  
Determined  
Accommodate  
Interfere  
Committee  
Apparent  
Harass  
Aggressive  
communicate

### Grammar and Punctuation objectives

**Recognising noun phrases** From previous learning in Year 2 and Year 4, children should know how to use an expanded noun phrase to describe and specify by the addition of modifying adjectives, nouns and preposition phrases, for example: 'the dog' expanded to 'the playful dog with fluffy, brown fur'. A noun phrase is made up of a noun and any adjectives, articles, determiners or adjectival phrases that are modifying the noun. This step is a recap of noun phrases. Children need to be able to recognise noun phrases in sentences and explain how they have been used. Focused Questions. Which is the noun phrase in the sentence? Can the noun phrase be moved within the sentence?

**Creating concise noun phrases** In the previous step, children have recapped how to recognise noun phrases within sentences. This step focuses on changing a long noun phrase (or one that includes unnecessary information) into a concise noun phrase, for example: 'the huge, grey elephant behind the tree'. The adjectives 'huge' and 'grey' don't tell the reader specific information about the elephant, as most people would know that elephants are 'huge' and 'grey'. This could be changed either to be more concise while giving the same information (the elephant behind the tree) or to give more information by adding specific adjectives (the playful elephant behind the tree). Another option is to remove the prepositional phrase 'behind the tree' to focus specifically on describing the elephant rather than

where the elephant is located (the huge, grey elephant). Focused Questions. Which noun phrase would give concise information about this noun? What do we mean by concise noun phrases? Are the adjectives in this noun phrase necessary? What could they be replaced with? Change this noun phrase to make it more concise.

### Writing Objectives

Write a non-chronological report about rivers.

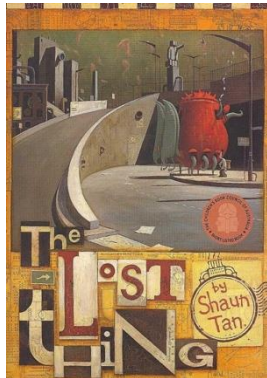
- I can write for a range of purposes and audiences, selecting structure and organisation of a text depending on audience and purpose.
- I select and use organisational and presentational devices that are relevant to the text type (e.g. bullet points, headings, etc.)
- I am beginning to proof read my work to précis longer passages by removing unnecessary repetition or irrelevant details.
- I proofread my work, assessing the effectiveness of mine and others' writing, making necessary corrections and improvements.
- I use the full range of punctuation from previous year groups mostly correctly.
- I use a wider range of linking words / phrases between sentences and paragraphs to build cohesion including fronted adverbials (time, manner and place).
- I use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that).
- I am beginning to include a range of sentence structures.
- I am beginning to vary the position of clauses within sentences.
- I am beginning to use brackets, dashes or commas to indicate parenthesis.
- I use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.

## Week 5

### Text

The book has also being made into an animation, which can be found on YouTube.

<https://youtu.be/CVV7kxQdoIY>



### Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that I meet.
- I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- I can identify, compare and contrast themes and conventions in and across a wide range of writing.
- I can explore and explain the meaning of words in context, within age appropriate books.
- I can discuss my understanding of a text, justifying using evidence.
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences such as inferring characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can predict what might happen from details stated and implied.
- I can summarise the main ideas drawn from more than one paragraph.
- I can identify key details that support the main ideas of a text.
- I can identify how language contributes to meaning.
- I can discuss and evaluate how authors use language, including figurative language.
- I can discuss texts, building on my own and others' ideas and challenging views courteously.
- I can discuss, explain and debate my understanding of what I have read, maintaining a focus on the topic.

**Spelling**

**Homophones – words that are confused**

Ascent  
Assent  
Bridal  
Bridle  
Cereal  
Serial  
Compliment  
Complement  
Precede  
proceed

**Grammar and Punctuation objectives**

**Writing concise noun phrases** Now that children can create more concise noun phrases, they can begin to write their own.  
Children should avoid the use of unnecessary adjectives, for example ‘the cold, freezing snow’. Both ‘cold’ and ‘freezing’ describe the temperature of the snow so it would be more concise to choose one of them. The temperature of snow is generally know, so more concise still would be to use adjectives describing another feature of the snow. During this step, children should be encouraged to explore choices of adjectives and differing lengths of noun phrases. For example: The glittery snow coated the mountains on the horizon. Focused Questions. Write a concise noun phrase about this noun. Replace these adjectives to make this noun phrase more concise.

**Writing Objectives**

Write a prequel – Where did The Lost Thing come from? What was it used for?

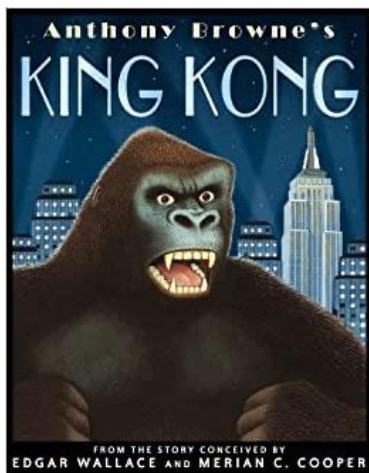
- I can describe settings and characters to consciously engage the reader.
- I am beginning to proof read my work to précis longer passages by removing unnecessary repetition or irrelevant details.
- I proofread my work, assessing the effectiveness of mine and others’ writing, making necessary corrections and improvements.
- I use the full range of punctuation from previous year groups mostly correctly.
- I use a wider range of linking words / phrases between sentences and paragraphs to build cohesion including fronted adverbials (time, manner and place).
- I use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that).
- I am beginning to include a range of sentence structures.
- I am beginning to vary the position of clauses within sentences.
- I am beginning to use brackets, dashes or commas to indicate parenthesis.
- I use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.

**Week 6**



**Text  
(Extracts)**

On youtube there are many clips from the original movie.



**Reading objectives**

- I can apply my growing knowledge of root words, prefixes and suffixes to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that I meet.
- I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- I can increase my familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- I can identify, compare and contrast themes and conventions in and across a wide range of writing.
- I can explore and explain the meaning of words in context, within age appropriate books.
- I can discuss my understanding of a text, justifying using evidence.
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences such as inferring characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can predict what might happen from details stated and implied.
- I can summarise the main ideas drawn from more than one paragraph.
- I can discuss and evaluate how authors use language, including figurative language.
- I can discuss, explain and debate my understanding of what I have read, maintaining a focus on the topic.

**Spelling  
Consolidating**

All words practised at random this half term and then assessed on the fifth day.

**Grammar and Punctuation objectives**

**Using noun phrases** Once children can create and write noun phrases, they can begin to use them in their own writing. Children should use their prior learning from previous steps and their knowledge of noun phrases from Year 2 and Year 4. Focused Questions. Change the information in this sentence so that it includes an expanded noun phrase. Add an expanded noun phrase to this sentence. Why has the writer chosen these adjectives?

**Writing Objectives**

Write a newspaper report (depending on extracts used, it could be on return from Skull Island, when Kong goes on show or at the end of the story)

- I can write for a range of purposes and audiences, selecting structure and organisation of a text depending on audience and purpose.
- I can describe settings and characters to consciously engage the reader.
- I select and use organisational and presentational devices that are relevant to the text type (e.g. bullet points, headings, etc.)
- I am beginning to proof read my work to précis longer passages by removing unnecessary repetition or irrelevant details.
- I proofread my work, assessing the effectiveness of mine and others' writing, making necessary corrections and improvements.
- I use the full range of punctuation from previous year groups mostly correctly.
- I use a wider range of linking words / phrases between sentences and paragraphs to build cohesion including fronted adverbials (time, manner and place).
- I use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that).
- I am beginning to include a range of sentence structures.
- I am beginning to vary the position of clauses within sentences.
- I am beginning to use brackets, dashes or commas to indicate parenthesis.

- I use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.
- I can spell many words correctly from the Y5 / Y6 statutory spelling list.

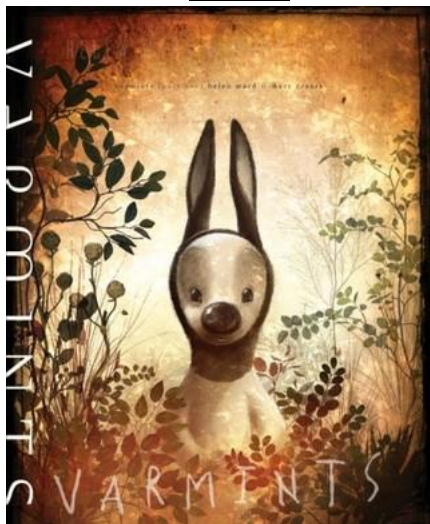
## Week 7

### Text

#### Monday

**Cracking Comprehension Y5 – unit 1  
Mackerel and chips, Michael Morpurgo**

#### Tuesday



### Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that I meet.
- I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- I can read books that are structured in different ways and for a range of purposes.
- I can identify, compare and contrast themes and conventions in and across a wide range of writing.
- I can explore and explain the meaning of words in context, within age appropriate books.
- I can discuss my understanding of a text, justifying using evidence.
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences such as inferring characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can predict what might happen from details stated and implied.
- I can summarise the main ideas drawn from more than one paragraph.
- I can identify key details that support the main ideas of a text.
- I can identify how language contributes to meaning.
- I can identify how structure and presentation contributes to meaning.
- I can discuss and evaluate how authors use language, including figurative language.
- I can discuss, explain and debate my understanding of what I have read, maintaining a focus on the topic.

### Spelling

**Endings which sound like  
/ʃəs/ spelt -cious**

Ambitious  
Cautious  
Fictitious  
Infectious  
Nutritious  
Repetitious  
Superstitious  
Gracious  
Precious  
vicious

### Grammar and Punctuation objectives

**Past or present?** From previous learning in Year 2, children should be able to identify the past and present tenses in their simple and progressive form. Simple past and present describe something that is happening, or happened, at that moment. For example, start/started. Past and present progressive describe something that is happening, or happened, over a period of time. For example, am/is/are starting and was/were starting. This step is a recap of the simple and progressive forms of the past and present tense. Children need to be able to recognise the different forms of tenses within sentences and be able to explain their meaning. Focused Questions. What form of the present/past tense is this sentence in? Is this sentence in the past progressive tense? Explain how you know.

**Present perfect form** In Year 3, children learned to use the present perfect form of a verb. The aim of this step is to recap the present perfect form. The present perfect tense describes an action that is completed over an unspecified period of time in the past, or that began in the past and continues in the future. The present perfect is formed using an auxiliary verb (have/has), followed by the past participle. For example, I have fallen; She has worked here for two years.

Focused Questions. What is the present perfect tense? Is this sentence in the present perfect tense? How do you know? Change this sentence so that it is in the present perfect tense.

**Writing Objectives**

Write a comparative setting description, before and after.

- I can describe settings and characters to consciously engage the reader.
- I am beginning to proof read my work to précis longer passages by removing unnecessary repetition or irrelevant details.
- I proofread my work, assessing the effectiveness of mine and others' writing, making necessary corrections and improvements.
- I use the full range of punctuation from previous year groups mostly correctly.
- I use a wider range of linking words / phrases between sentences and paragraphs to build cohesion including fronted adverbials (time, manner and place).
- I use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that).
- I am beginning to include a range of sentence structures.
- I am beginning to vary the position of clauses within sentences.
- I am beginning to use brackets, dashes or commas to indicate parenthesis.
- I use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.
- I can spell many words correctly from the Y5 / Y6 statutory spelling list.

**Week 8**

**Text**



**Reading objectives**

- I can apply my growing knowledge of root words, prefixes and suffixes to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that I meet.
- I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- I can read books that are structured in different ways and for a range of purposes.
- I can explore and explain the meaning of words in context, within age appropriate books.
- I can discuss my understanding of a text, justifying using evidence.
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences such as inferring characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can summarise the main ideas drawn from more than one paragraph.
- I can identify key details that support the main ideas of a text.
- I can distinguish between statements of fact and opinion.
- I can retrieve, record and present information from non-fiction.
- I can discuss, explain and debate my understanding of what I have read, maintaining a focus on the topic.

**Spelling**

**Words ending in —ancy**

- Hesitancy
- Truancy

**Grammar and Punctuation objectives**

**Recognising past perfect form** Now that children have recapped the present perfect tense, they can move on to recognising the past perfect form of the verb. The past perfect form describes an action that has occurred in the past, before another event has happened. It is formed using the past participle of the verb followed by an auxiliary

Accountancy  
Discrepancy  
Infancy  
Vacancy  
Buoyancy  
Tenancy  
Compliance  
occupancy

verb. For example, Before she opened her eyes, I had hidden in a good place. In this step, children should recognise the past perfect form (including its use within sentences). Focused Questions. What is the past perfect form? What would you look for when deciding if a sentence is in the past perfect form? Is this sentence in the past perfect form? How do you know?  
**Using past perfect form** Once children are able to recognise the past perfect form, they can move on to using the past perfect form. Children should draw on their learning from the previous step in order to use the past perfect form within their own sentences, as well as changing verbs to and from the past perfect form. Focused Questions. Change this sentence so that it is written in the past perfect form.

### Writing Objectives

Create a job advert for a Great explorer

I can write for a range of purposes and audiences, selecting structure and organisation of a text depending on audience and purpose.

- I select and use organisational and presentational devices that are relevant to the text type (e.g. bullet points, headings, etc.)
- I am beginning to proof read my work to précis longer passages by removing unnecessary repetition or irrelevant details.
- I proofread my work, assessing the effectiveness of mine and others' writing, making necessary corrections and improvements.
- I use the full range of punctuation from previous year groups mostly correctly.
- I use a wider range of linking words / phrases between sentences and paragraphs to build cohesion including fronted adverbials (time, manner and place).
- I use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that).
- I am beginning to include a range of sentence structures.
- I am beginning to vary the position of clauses within sentences.
- I am beginning to use brackets, dashes or commas to indicate parenthesis.
- I use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.
- I can spell many words correctly from the Y5 / Y6 statutory spelling list.

## Week 9

**Text  
Extracts**



**Reading objectives**

- I can apply my growing knowledge of root words, prefixes and suffixes to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that I meet.
- I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- I can read books that are structured in different ways and for a range of purposes.
- I can explore and explain the meaning of words in context, within age appropriate books.
- I can discuss my understanding of a text, justifying using evidence.
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences such as inferring characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can summarise the main ideas drawn from more than one paragraph.
- I can identify key details that support the main ideas of a text.
- I can distinguish between statements of fact and opinion.
- I can retrieve, record and present information from non-fiction.
- I can discuss, explain and debate my understanding of what I have read, maintaining a focus on the topic.

**Spelling**

**Nouns that end in -ce/-cy and verbs that end in -se/-sy**

- advice
- advise
- device
- devise
- licence
- license
- practice
- practise
- prophecy

**Grammar and Punctuation objectives**

**Recognising the future perfect form** Once children are able to recognise and use the past and present perfect forms, they should move on to recognise the future perfect form. The future perfect form describes something that will happen at some time in the future, before another action. It is formed using will have followed by a past participle. For example: She will have fallen again before we replace the carpet. In this step, children should recognise when a verb is written in the future perfect form (including use within sentences). Focused Questions. What is the future perfect form? Is this sentence written in the future perfect form? How do you know?

**Using the future perfect form** Once children are able to recognise the future perfect form, they can begin using it. In this step, children should use the future perfect form to create their own sentences, as well as changing sentences to and from the future perfect form. Focused Questions. Change this sentence to the future perfect form. Which tense is this sentence written in? Can you change it so that it is in the future perfect form?

**Writing Objectives**

Write an explanation text about the important role women have played in space exploration.

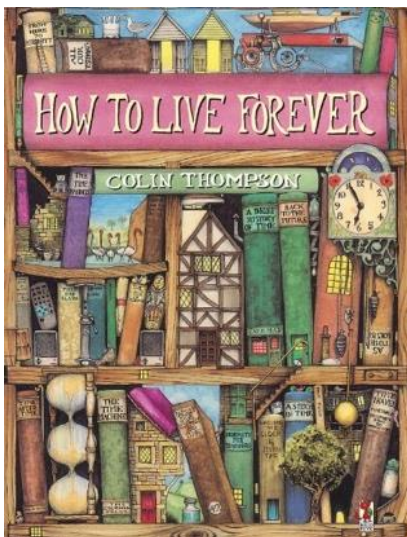
- I can write for a range of purposes and audiences, selecting structure and organisation of a text depending on audience and purpose.
- I select and use organisational and presentational devices that are relevant to the text type (e.g. bullet points, headings, etc.)
- I am beginning to proof read my work to précis longer passages by removing unnecessary repetition or irrelevant details.
- I proofread my work, assessing the effectiveness of mine and others' writing, making necessary corrections and improvements.
- I use the full range of punctuation from previous year groups mostly correctly.



- I use a wider range of linking words / phrases between sentences and paragraphs to build cohesion including fronted adverbials (time, manner and place).
- I use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that).
- I am beginning to include a range of sentence structures.
- I am beginning to vary the position of clauses within sentences.
- I am beginning to use brackets, dashes or commas to indicate parenthesis.
- I use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.
- I can spell many words correctly from the Y5 / Y6 statutory spelling list.

## Week 10

### Text



### Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that I meet.
- I can increase my familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- I can recommend and state preferences, giving reasons for my choices.
- I can explore and explain the meaning of words in context, within age appropriate books.
- I can discuss my understanding of a text, justifying using evidence.
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences such as inferring characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can predict what might happen from details stated and implied.
- I can summarise the main ideas drawn from more than one paragraph.
- I can discuss and evaluate how authors use language, including figurative language.
- I can discuss texts, building on my own and others' ideas and challenging views courteously.
- I can discuss, explain and debate my understanding of what I have read, maintaining a focus on the topic.

### Spelling

Statutory list – random.

Dictionary  
Existence  
especially  
neighbour  
average  
conscience  
vehicle  
shoulder  
relevant  
twelfth

### Grammar and Punctuation objectives

**Recognising the perfect form in sentences** In previous steps, children have learned how to recognise and use the present, past and future perfect forms of verbs. In this step, children will consolidate their learning and recognise each tense individually when presented with all three forms. Focused Questions. Which tense is this sentence written in? How do you know?

**Using the perfect form in sentences – all three tenses** In the previous step, children learned to recognise each tense individually when presented with all three forms. In this step, children will use all three forms within their own sentences, as well as identifying the most suitable form to use within a given sentence. Focused Questions. Which tense is this sentence written in? How do you know? Can you change this sentence so that it is in the future perfect form?



## Writing Objectives

Write a setting description for one of the scenes in the book.

- I can write for a range of purposes and audiences, selecting structure and organisation of a text depending on audience and purpose.
- I can describe settings and characters to consciously engage the reader.
- I am beginning to proof read my work to précis longer passages by removing unnecessary repetition or irrelevant details.
- I proofread my work, assessing the effectiveness of mine and others' writing, making necessary corrections and improvements.
- I use the full range of punctuation from previous year groups mostly correctly.
- I use a wider range of linking words / phrases between sentences and paragraphs to build cohesion including fronted adverbials (time, manner and place).
- I use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that).
- I am beginning to include a range of sentence structures.
- I am beginning to vary the position of clauses within sentences.
- I am beginning to use brackets, dashes or commas to indicate parenthesis.
- I use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.
- I can spell many words correctly from the Y5 / Y6 statutory spelling list.

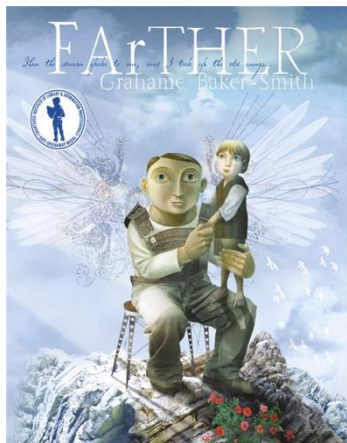
## Week 11

### Text

#### Monday

**Cracking Comprehension Y5 – unit 5**  
**Helping My Family**

#### Tuesday



### Spelling

**Words with silent letters**  
Doubt

### Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that I meet.
- I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- I can recommend and state preferences, giving reasons for my choices.
- I can identify, compare and contrast themes and conventions in and across a wide range of writing.
- I can explore and explain the meaning of words in context, within age appropriate books.
- I can discuss my understanding of a text, justifying using evidence.
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences such as inferring characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can predict what might happen from details stated and implied.
- I can summarise the main ideas drawn from more than one paragraph.
- I can identify key details that support the main ideas of a text.
- I can identify how language contributes to meaning.
- I can discuss and evaluate how authors use language, including figurative language.
- I can discuss, explain and debate my understanding of what I have read, maintaining a focus on the topic.

### Grammar and Punctuation objectives

Island  
Lamb  
Thistle  
Knight  
Knowledge  
Knoll  
Wring  
Aisle  
Daughter

**Which tense?** In the previous step, children learned to recognise and use all three forms of the perfect tense. In this step, children will identify simple past, present and future tenses, as well as the perfect form of each. Children should draw on their learning from previous steps to identify the differences between each tense and use them correctly within their writing. Focused Questions. Which tense is this sentence written in? How do you know? Can you change this sentence from simple future to future perfect?

### Writing Objectives

Write a set of instructions for making a flying machine.

- I can write for a range of purposes and audiences, selecting structure and organisation of a text depending on audience and purpose.
- I select and use organisational and presentational devices that are relevant to the text type (e.g. bullet points, headings, etc.)
- I am beginning to proof read my work to précis longer passages by removing unnecessary repetition or irrelevant details.
- I proofread my work, assessing the effectiveness of mine and others' writing, making necessary corrections and improvements.
- I use the full range of punctuation from previous year groups mostly correctly.
- I use a wider range of linking words / phrases between sentences and paragraphs to build cohesion including fronted adverbials (time, manner and place).
- I use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that).
- I am beginning to include a range of sentence structures.
- I am beginning to vary the position of clauses within sentences.
- I am beginning to use brackets, dashes or commas to indicate parenthesis.
- I use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.
- I can spell many words correctly from the Y5 / Y6 statutory spelling list.

## Week 12

**Text**

**Reading objectives**

Armin Greder  
**THE ISLAND**



- I can apply my growing knowledge of root words, prefixes and suffixes to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that I meet.
- I can recommend and state preferences, giving reasons for my choices.
- I can identify, compare and contrast themes and conventions in and across a wide range of writing.
- I can explore and explain the meaning of words in context, within age appropriate books.
- I can discuss my understanding of a text, justifying using evidence.
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences such as inferring characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can predict what might happen from details stated and implied.
- I can summarise the main ideas drawn from more than one paragraph.
- I can identify key details that support the main ideas of a text.
- I can identify how language contributes to meaning.
- I can discuss and evaluate how authors use language, including figurative language.
- I can discuss texts, building on my own and others' ideas and challenging views courteously.
- I can discuss, explain and debate my understanding of what I have read, maintaining a focus on the topic.

**Spelling**

**Consolidating**

All words practised at random this half term and then assessed on the fifth day.

**Grammar and Punctuation objectives**

This week should be used to recap on the objectives covered this term and to assess understanding..

**Writing Objectives**

Write a formal letter to the town mayor, objecting about the incarceration of the man.

<https://www.tes.com/teaching-resource/the-island-by-armin-greder-formal-letter-12002286> (Some inspiration here. Can be previewed without buying)

- I can write for a range of purposes and audiences, selecting structure and organisation of a text depending on audience and purpose.
- I can describe settings and characters to consciously engage the reader.
- I select and use organisational and presentational devices that are relevant to the text type (e.g. bullet points, headings, etc.)
- I am beginning to proof read my work to précis longer passages by removing unnecessary repetition or irrelevant details.
- I proofread my work, assessing the effectiveness of mine and others' writing, making necessary corrections and improvements.
- I use the full range of punctuation from previous year groups mostly correctly.
- I use a wider range of linking words / phrases between sentences and paragraphs to build cohesion including fronted adverbials (time, manner and place).
- I use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that).
- I am beginning to include a range of sentence structures.
- I am beginning to vary the position of clauses within sentences.
- I am beginning to use brackets, dashes or commas to indicate parenthesis.
- I use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.
- I can spell many words correctly from the Y5 / Y6 statutory spelling list.

## Week 13

### Spelling

#### Consolidating

All words practised at random this half term and then assessed on the fifth day.

This week has been left blank to allow for faith week activities, engineering week etc.

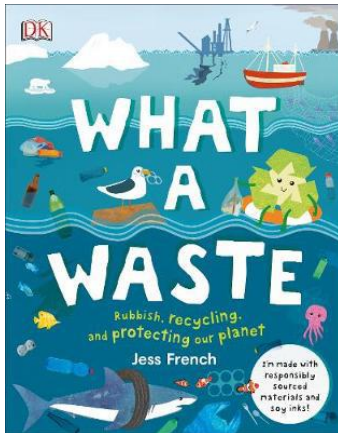
## Summer Term

### Week 1

#### Text

#### Earth week

Always 22<sup>nd</sup> April so change weeks around accordingly.



#### Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that I meet.
- I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- I can read books that are structured in different ways and for a range of purposes.
- I can explore and explain the meaning of words in context, within age appropriate books.
- I can discuss my understanding of a text, justifying using evidence.
- I can ask relevant questions to improve my understanding of the text.
- I can summarise the main ideas drawn from more than one paragraph.
- I can identify how structure and presentation contributes to meaning.
- I can distinguish between statements of fact and opinion.
- I can retrieve, record and present information from non-fiction.
- I can discuss texts, building on my own and others' ideas and challenging views courteously.

#### Spelling

Recap Spring Term

#### Grammar and Punctuation objectives

Understandable  
Compliment  
Complement  
Repetitious  
Superstitious  
Truancy  
Practice  
Practise  
Knowledge  
thorough

**Using commas in lists, adverbials and clauses** From previous learning in Year 2 and Year 4, children should know how to use a comma following an adverbial phrase, to separate clauses, or within a list. This step recaps the above and introduces the use of a comma for parenthesis. Commas are used to separate items within a list. For example: He carried his books, water bottle, lunch and pencil case. Commas can be used to separate clauses within a sentence. For example: Although it was hailing, Jack played outside; Jack, who wasn't wearing a coat, played outside. An adverbial phrase can be separated from a clause using a comma. For example: Having finished, he went out to play. Commas can also be used around additional information as a form of parenthesis. For example: Jack, of 15 Ivy Street, has been labelled a hero by emergency crews. Focused Questions. For what reason have commas been used in this sentence? Add a pair of commas to the sentence to indicate parenthesis. Create a sentence which uses a pair of commas to separate clauses.

### Writing Objectives

Create a non-chronological report on plastic waste.

- I can write for a range of purposes and audiences, selecting structure and organisation of a text depending on audience and purpose.
- I select and use organisational and presentational devices that are relevant to the text type (e.g. bullet points, headings, etc.)
- I am beginning to proof read my work to précis longer passages by removing unnecessary repetition or irrelevant details.
- I proofread my work, assessing the effectiveness of mine and others' writing, making necessary corrections and improvements.
- I use the full range of punctuation from previous year groups mostly correctly.
- I use a wider range of linking words / phrases between sentences and paragraphs to build cohesion including fronted adverbials (time, manner and place).
- I use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that).
- I am beginning to include a range of sentence structures.
- I am beginning to vary the position of clauses within sentences.
- I am beginning to use brackets, dashes or commas to indicate parenthesis.
- I use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.

### Week 2

**Text**  
**Monday**

**Cracking Comprehension Y5 – Unit 6**  
**Dreaming the Unicorn**

**Tuesday**



**Reading objectives**

- I can apply my growing knowledge of root words, prefixes and suffixes to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that I meet.
- I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- I can identify, compare and contrast themes and conventions in and across a wide range of writing.
- I can 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.
- I can explore and explain the meaning of words in context, within age appropriate books.
- I can discuss my understanding of a text, justifying using evidence.
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences such as inferring characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can predict what might happen from details stated and implied.
- I can summarise the main ideas drawn from more than one paragraph.
- I can identify key details that support the main ideas of a text.
- I can discuss, explain and debate my understanding of what I have read, maintaining a focus on the topic.

**Spelling**

**Homophones – words that are confused**

Aloud  
Allowed  
Stationary  
Stationery  
Steal  
Steel  
Wary  
Weary  
who's  
whose

**Grammar and Punctuation objectives**

**Recognising commas to avoid ambiguity** In this step, children will begin to recognise when commas are used to avoid ambiguity. The use of commas within sentences can help to clarify meaning and avoid ambiguity. For example: I like teaching, gymnastics and playing the flute versus I like teaching gymnastics and playing the flute. In the above examples, the first example lists the separate activities the person enjoys: teaching, gymnastics and playing the flute. The second example has a different meaning as the omission of the comma indicates that the person likes teaching gymnastics rather than teaching and gymnastics. Once children can recognise where commas have been used to avoid ambiguity, they can begin to use them.

In this step, children will use commas to clarify meaning and avoid ambiguity within their own writing.

**Focused Questions.** How does the comma change the meaning of this sentence? Underline the comma which has been used to avoid ambiguity. Use a comma to change the meaning of this sentence. Create two sentences where the use of a comma changes the meaning.



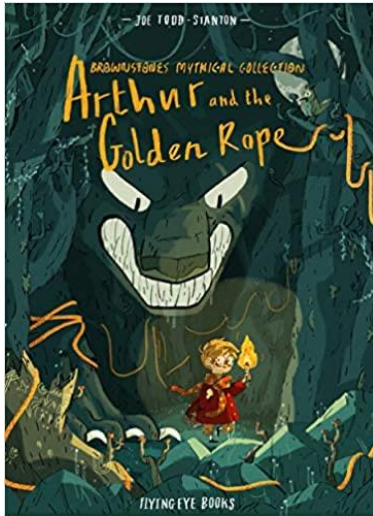
**Writing Objectives**

Write a diary entry for Mr or Mrs Barleycorn

- I can describe settings and characters to consciously engage the reader.
- I am beginning to proof read my work to précis longer passages by removing unnecessary repetition or irrelevant details.
- I proofread my work, assessing the effectiveness of mine and others' writing, making necessary corrections and improvements.
- I use the full range of punctuation from previous year groups mostly correctly.
- I use a wider range of linking words / phrases between sentences and paragraphs to build cohesion including fronted adverbials (time, manner and place).
- I use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that).
- I am beginning to include a range of sentence structures.
- I am beginning to vary the position of clauses within sentences.
- I am beginning to use brackets, dashes or commas to indicate parenthesis.
- I use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.

**Week 3**

**Text**



**Reading objectives**

- I can apply my growing knowledge of root words, prefixes and suffixes to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that I meet.
- I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- I can read books that are structured in different ways and for a range of purposes.
- I can increase my familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- I can discuss my understanding of a text, justifying using evidence.
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences such as inferring characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can predict what might happen from details stated and implied.
- I can summarise the main ideas drawn from more than one paragraph.
- I can identify key details that support the main ideas of a text.
- I can discuss and evaluate how authors use language, including figurative language.
- I can discuss texts, building on my own and others' ideas and challenging views courteously.
- I can discuss, explain and debate my understanding of what I have read, maintaining a focus on the topic.

**Spelling**

**Words ending in ably (continued)**

- Advisably
- Affordably
- Agreeably
- Comparably
- Disputably
- Improbably
- Measurably
- Probably
- Noticeably
- irritably

**Grammar and Punctuation objectives**

**Pronouns to avoid repetition** In this block children will build on previous learning from several blocks previously covered in KS2 to develop their skills for building cohesion in longer pieces of writing. In Year 3, Autumn Block 3 children learnt about conjunctions and although these will not be covered again explicitly, they will be used throughout this block. In Y4 Summer Block 2, children learnt about using pronouns to replace proper nouns to avoid repetition in paragraphs. In this step, children will build on this previous learning by recapping personal pronouns I, he, she, we, they, them and begin recognising and using the relative pronouns who, whom, whose, which, that and what to replace nouns within sentences and paragraphs, in both fiction and non-fiction texts. Children will identify relative clauses and apply these in their writing.

**Focused Questions**

- Who is the pronoun whose referring to?
- Replace a noun with a relative pronoun

**Writing Objectives**

## Create a character description of Arthur

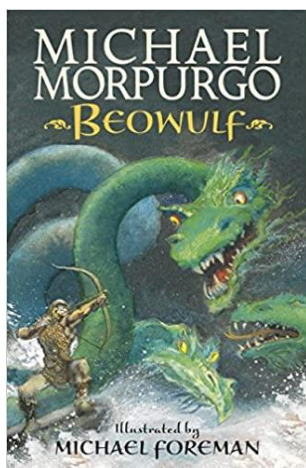
- I can describe settings and characters to consciously engage the reader.
- I am beginning to proof read my work to précis longer passages by removing unnecessary repetition or irrelevant details.
- I proofread my work, assessing the effectiveness of mine and others' writing, making necessary corrections and improvements.
- I use the full range of punctuation from previous year groups mostly correctly.
- I use a wider range of linking words / phrases between sentences and paragraphs to build cohesion including fronted adverbials (time, manner and place).
- I use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that).
- I am beginning to include a range of sentence structures.
- I am beginning to vary the position of clauses within sentences.
- I am beginning to use brackets, dashes or commas to indicate parenthesis.
- I use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.
- I can spell many words correctly from the Y5 / Y6 statutory spelling list.

## Week 4

### Text

<https://www.bbc.co.uk/teach/school-radio/english-ks2-ks3-beowulf-index/zfbhpg8> (Part 1)

Beowulf extracts from book and video clips (3 weeks)



### Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that I meet.
- I can increase my familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- I can identify, compare and contrast themes and conventions in and across a wide range of writing.
- I can explore and explain the meaning of words in context, within age appropriate books.
- I can discuss my understanding of a text, justifying using evidence.
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences such as inferring characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can predict what might happen from details stated and implied.
- I can summarise the main ideas drawn from more than one paragraph.
- I can identify key details that support the main ideas of a text.
- I can identify how language contributes to meaning.
- I can discuss and evaluate how authors use language, including figurative language.
- I can discuss texts, building on my own and others' ideas and challenging views courteously.
- I can discuss, explain and debate my understanding of what I have read, maintaining a focus on the topic.

**Spelling**

**Statutory list - random**

Excellent  
Familiar  
Identity  
Privilege  
Recognise  
Yacht  
Sufficient  
Rhythm  
Leisure  
soldier

**Grammar and Punctuation objectives**

**Relative clauses** Conjunctions have been covered in Year 3 and will be used throughout this block. In the previous step, children learnt about using relative pronouns to replace nouns in sentences. This step will recap the work covered In Year 5, Autumn Block 2, when children will be recognising and using relative clauses as a type of adverbial clause within sentences and paragraphs in both fiction and non-fiction texts. Adverbial clauses describe nouns and pronouns and start with the relative pronouns who, whom, whose, which, that and what. In this step, children will practise using relative clauses to vary sentence structure and length as well as clarifying meaning, for example: Joe caught the rabbit that had escaped. That identifies the actual rabbit that escaped.

**Focused Questions**

- What is the relative pronoun who referring to?
- Identify the relative clauses in this paragraph.

**Writing Objectives**

Extended writing over 3 weeks – retell the story of Beowulf

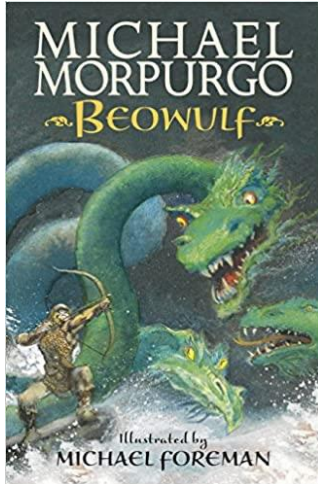
- I can describe settings and characters to consciously engage the reader.
- I am beginning to proof read my work to précis longer passages by removing unnecessary repetition or irrelevant details.
- I proofread my work, assessing the effectiveness of mine and others' writing, making necessary corrections and improvements.
- I use the full range of punctuation from previous year groups mostly correctly.
- I use a wider range of linking words / phrases between sentences and paragraphs to build cohesion including fronted adverbials (time, manner and place).
- I use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that).
- I am beginning to include a range of sentence structures.
- I am beginning to vary the position of clauses within sentences.
- I am beginning to use brackets, dashes or commas to indicate parenthesis.
- I use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.
- I can spell many words correctly from the Y5 / Y6 statutory spelling list.

**Week 5**

**Text**

<https://www.bbc.co.uk/teach/school-radio/english-ks2-ks3-beowulf-index/zfbhpg8> (Part 2)

Beowulf extracts from book and video clips (3 weeks)



**Reading objectives**

- I can apply my growing knowledge of root words, prefixes and suffixes to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that I meet.
- I can increase my familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- I can identify, compare and contrast themes and conventions in and across a wide range of writing.
- I can explore and explain the meaning of words in context, within age appropriate books.
- I can discuss my understanding of a text, justifying using evidence.
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences such as inferring characters’ feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can predict what might happen from details stated and implied.
- I can summarise the main ideas drawn from more than one paragraph.
- I can identify key details that support the main ideas of a text.
- I can identify how language contributes to meaning.
- I can discuss and evaluate how authors use language, including figurative language.
- I can discuss texts, building on my own and others’ ideas and challenging views courteously.
- I can discuss, explain and debate my understanding of what I have read, maintaining a focus on the topic.

**Spelling**

**Words with silent letters**

- Wrangle
- Wrath
- Wreak
- Wrinkle
- Wriggle
- Wrist
- Answer
- Wren
- Wrong
- writhe

**Grammar and Punctuation objectives**

**Adverbials** Conjunctions have been covered in Year 3 and will be used throughout this block. In Year 4 Summer Block 2, children learnt about using fronted adverbials in sentences. They will recap this knowledge to recognise and use adverbial clauses to aid cohesion within sentences and paragraphs, in both fiction and non-fiction texts. An adverbial clause behaves like an adverb and gives additional information about how, when, where and why something is happening. They begin with words such as: because, although, after, while, as and until. In this step, children will build on their previous learning of adverbial clauses and grouping a variety of sentences together, to practice using cohesion within their writing.

**Focused Questions**

- Link two sentences in the first paragraph using adverbial clauses.
- Add some extra information to this paragraph using an adverbial clause.

**Writing Objectives**

Extended writing over 3 weeks – retell the story of Beowulf

- I can describe settings and characters to consciously engage the reader.
- I am beginning to proof read my work to précis longer passages by removing unnecessary repetition or irrelevant details.
- I proofread my work, assessing the effectiveness of mine and others’ writing, making necessary corrections and improvements.
- I use the full range of punctuation from previous year groups mostly correctly.
- I use a wider range of linking words / phrases between sentences and paragraphs to build cohesion including fronted adverbials (time, manner and place).
- I use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that).
- I am beginning to include a range of sentence structures.
- I am beginning to vary the position of clauses within sentences.
- I am beginning to use brackets, dashes or commas to indicate parenthesis.
- I use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.
- I can spell many words correctly from the Y5 / Y6 statutory spelling list.

**Week 6**

**Text**

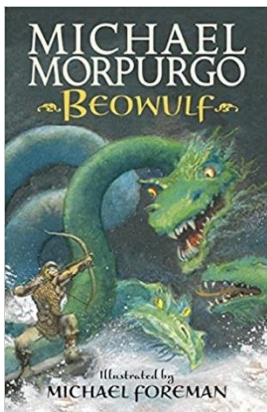
**Monday**

**Cracking Comprehension Y5 – unit 8**

**The Pebble In My Pocket**

**Tuesday**

<https://www.bbc.co.uk/teach/school-radio/english-ks2-ks3-beowulf-index/zfbhpg8> (Part 3)



Beowulf extracts from book and video clips (3 weeks)

**Reading objectives**

- I can apply my growing knowledge of root words, prefixes and suffixes to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that I meet.
- I can increase my familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- I can identify, compare and contrast themes and conventions in and across a wide range of writing.
- I can explore and explain the meaning of words in context, within age appropriate books.
- I can discuss my understanding of a text, justifying using evidence.
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences such as inferring characters’ feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can predict what might happen from details stated and implied.
- I can summarise the main ideas drawn from more than one paragraph.
- I can identify key details that support the main ideas of a text.
- I can identify how language contributes to meaning.
- I can discuss and evaluate how authors use language, including figurative language.
- I can discuss texts, building on my own and others’ ideas and challenging views courteously.
- I can discuss, explain and debate my understanding of what I have read, maintaining a focus on the topic.

**Spelling**

**Consolidating**

**Grammar and Punctuation objectives**



All words practised at random this half term and then assessed on the fifth day.

**Parenthesis for clarity** In previous Year 5 blocks, children will have built up their knowledge and understanding of using parenthesis and commas to avoid ambiguity. In this step, children will recap the use of parenthesis, recognising and using examples of these within sentences and paragraphs in both fiction and non-fiction texts. Parenthesis can be demarcated using brackets, dashes or commas and can be positioned mid-sentence or at the end of a sentence as an afterthought. It is used to add non-essential, extra information into an otherwise grammatically correct sentence. This adds cohesion to writing by clarifying anything which could be interpreted in more than one way.

Focused Questions

- Add parenthesis to the sentences to aid cohesion.
- How might the meaning of the sentence change if parenthesis is not used?

### Writing Objectives

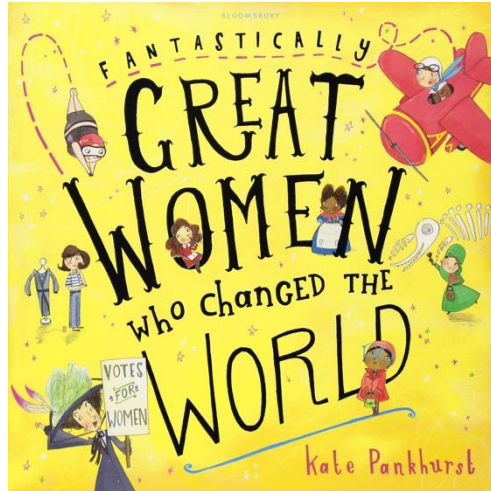
Extended writing over 3 weeks – retell the story of Beowulf

- I can describe settings and characters to consciously engage the reader.
- I am beginning to proof read my work to précis longer passages by removing unnecessary repetition or irrelevant details.
- I proofread my work, assessing the effectiveness of mine and others' writing, making necessary corrections and improvements.
- I use the full range of punctuation from previous year groups mostly correctly.
- I use a wider range of linking words / phrases between sentences and paragraphs to build cohesion including fronted adverbials (time, manner and place).
- I use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that).
- I am beginning to include a range of sentence structures.
- I am beginning to vary the position of clauses within sentences.
- I am beginning to use brackets, dashes or commas to indicate parenthesis.
- I use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.
- I can spell many words correctly from the Y5 / Y6 statutory spelling list.

### Week 7

**Text**

**Extracts**



**Reading objectives**

- I can apply my growing knowledge of root words, prefixes and suffixes to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that I meet.
- I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- I can read books that are structured in different ways and for a range of purposes.
- I can recommend and state preferences, giving reasons for my choices.
- I can identify, compare and contrast themes and conventions in and across a wide range of writing.
- I can explore and explain the meaning of words in context, within age appropriate books.
- I can discuss my understanding of a text, justifying using evidence.
- I can ask relevant questions to improve my understanding of the text.
- I can justify inferences with evidence.
- I can summarise the main ideas drawn from more than one paragraph.
- I can identify how structure and presentation contributes to meaning.
- I can distinguish between statements of fact and opinion.
- I can retrieve, record and present information from non-fiction.
- I can discuss, explain and debate my understanding of what I have read, maintaining a focus on the topic.

**Spelling**

- ly endings**
- immediately
- frequently
- suddenly
- sincerely
- multiply
- anomaly
- imply
- gravelly
- abrasively
- atrociously

**Grammar and Punctuation objectives**

**Concise noun phrases** In previous blocks throughout KS2, children have learnt about using noun phrases and expanded noun phrases in sentences. A noun phrase is made up of a noun and words that modify the noun. These words include articles such as the; determiners such as my, adjectives, and prepositional phrases. They act in exactly the same way as a common noun in a sentence. In this step, children will recognise and use concise noun phrases effectively in sentences and within paragraphs in both fiction and non-fiction texts.

**Focused Questions**

- Rewrite the sentence in the paragraph to convey the information in a more concise way.
- Match words with phrase to show cohesion is used successfully in this paragraph.

**Writing Objectives**

Choose one of the women that the children have not read about. Ask them to research and create a page for the book.

- I can write for a range of purposes and audiences, selecting structure and organisation of a text depending on audience and purpose.

- I select and use organisational and presentational devices that are relevant to the text type (e.g. bullet points, headings, etc.)
- I am beginning to proof read my work to précis longer passages by removing unnecessary repetition or irrelevant details.
- I proofread my work, assessing the effectiveness of mine and others' writing, making necessary corrections and improvements.
- I use the full range of punctuation from previous year groups mostly correctly.
- I use a wider range of linking words / phrases between sentences and paragraphs to build cohesion including fronted adverbials (time, manner and place).
- I use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that).
- I am beginning to include a range of sentence structures.
- I am beginning to vary the position of clauses within sentences.
- I am beginning to use brackets, dashes or commas to indicate parenthesis.
- I use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.
- I can spell many words correctly from the Y5 / Y6 statutory spelling list.

## Week 8

### Text

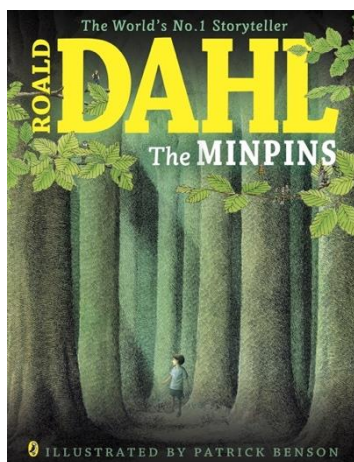
#### Monday

**Cracking Comprehension Y5 – Unit 9**

**Tell me, Tell me**

#### Tuesday

**(Extracts)**



### Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that I meet.
- I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- I can read books that are structured in different ways and for a range of purposes.
- I can increase my familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- I can discuss my understanding of a text, justifying using evidence.
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences such as inferring characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can predict what might happen from details stated and implied.
- I can summarise the main ideas drawn from more than one paragraph.
- I can identify key details that support the main ideas of a text.
- I can discuss and evaluate how authors use language, including figurative language.
- I can discuss texts, building on my own and others' ideas and challenging views courteously.
- I can discuss, explain and debate my understanding of what I have read, maintaining a focus on the topic.

### Spelling

**Words with silent letters**

Tomb

Numb

Subtle

### Grammar and Punctuation objectives

**Note – these objectives last for 2 weeks. In the first week, use classroom secret resources and in the second week you could apply the skills to improving a piece of writing.**

Doubt  
Thumb  
Crumb  
Limb  
Climb  
Plumber  
Debt

**Using devices to build cohesion** Throughout this block children will have learnt about different devices to build cohesion within writing. In this step, children will apply all previous learning within this block to recognising and using cohesive devices in their writing. They will use relative pronouns and relative clauses to avoid repetition; adverbial clauses; parenthesis to avoid ambiguity and concise noun phrases to convey complicated information.

Focused Questions

- Add as many cohesive devices to this paragraph as you can.
- Write a paragraph using some of the cohesive devices you have learnt about.

### Writing Objectives

Describe what it would be like to live in the forest from a Minpin's perspective

- I can describe settings and characters to consciously engage the reader.
- I am beginning to proof read my work to précis longer passages by removing unnecessary repetition or irrelevant details.
- I proofread my work, assessing the effectiveness of mine and others' writing, making necessary corrections and improvements.
- I use the full range of punctuation from previous year groups mostly correctly.
- I use a wider range of linking words / phrases between sentences and paragraphs to build cohesion including fronted adverbials (time, manner and place).
- I use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that).
- I am beginning to include a range of sentence structures.
- I am beginning to vary the position of clauses within sentences.
- I am beginning to use brackets, dashes or commas to indicate parenthesis.
- I use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.
- I can spell many words correctly from the Y5 / Y6 statutory spelling list.

## Week 9

**Text**

**The Dragon Slayer**

<https://www.literacyshed.com/dragonslayer.html#/>



**Reading objectives**

- I can increase my familiarity with a wide range of stories, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- I can explore and explain the meaning of words in context, within age appropriate stories.
- I can discuss my understanding of a story, justifying using evidence.
- I can ask relevant questions to improve my understanding of the story.
- I can draw inferences such as inferring characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can predict what might happen from details stated and implied.
- I can summarise the main ideas drawn from more than one scene.
- I can identify key details that support the main ideas of a text.
- I can discuss, explain and debate my understanding of stories, maintaining a focus on the topic.
- I can discuss, explain and debate my understanding of what I have read, maintaining a focus on the topic.

**Spelling**

**Statutory list - random**

- Physical
- Variety
- System
- Rhyme
- Ancient
- Category
- Develop
- Occupy
- Muscle
- Suggest

**Grammar and Punctuation objectives**

**Using devices to build cohesion** Throughout this block children will have learnt about different devices to build cohesion within writing. In this step, children will apply all previous learning within this block to recognising and using cohesive devices in their writing. They will use relative pronouns and relative clauses to avoid repetition; adverbial clauses; parenthesis to avoid ambiguity and concise noun phrases to convey complicated information.

**Focused Questions**

- Add as many cohesive devices to this paragraph as you can.
- Write a paragraph using some of the cohesive devices you have learnt about.

**Writing Objectives**

Write a guide on how to care for a dragon.

- I can write for a range of purposes and audiences, selecting structure and organisation of a text depending on audience and purpose.
- I select and use organisational and presentational devices that are relevant to the text type (e.g. bullet points, headings, etc.)
- I am beginning to proof read my work to précis longer passages by removing unnecessary repetition or irrelevant details.
- I proofread my work, assessing the effectiveness of mine and others' writing, making necessary corrections and improvements.
- I use the full range of punctuation from previous year groups mostly correctly.

- I use a wider range of linking words / phrases between sentences and paragraphs to build cohesion including fronted adverbials (time, manner and place).
- I use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that).
- I am beginning to include a range of sentence structures.
- I am beginning to vary the position of clauses within sentences.
- I am beginning to use brackets, dashes or commas to indicate parenthesis.
- I use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.
- I can spell many words correctly from the Y5 / Y6 statutory spelling list.

## Week 10

### Text



**Poetry – The Highway Man, Alfred Noyes**

### Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that I meet.
- I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- I can increase my familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- I can recommend and state preferences, giving reasons for my choices.
- I can 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.
- I can explore and explain the meaning of words in context, within age appropriate books.
- I can discuss my understanding of a text, justifying using evidence.
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences such as inferring characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can predict what might happen from details stated and implied.
- I can summarise the main ideas drawn from more than one verse.
- I can identify how language contributes to meaning.
- I can discuss and evaluate how authors use language, including figurative language.
- I can discuss texts, building on my own and others' ideas and challenging views courteously.
- I can discuss, explain and debate my understanding of what I have read, maintaining a focus on the topic.

### Spelling

#### Consolidating

All words from this half term practised and assessed on 5<sup>th</sup> day.

### Grammar and Punctuation objectives

**Prefixes Adding 'de-', 'dis-' and 'mis-'** In previous blocks within Key Stage 1 and 2, children learnt how the addition of a prefix to a root word changes the meaning of the word it belongs to without making any changes to the spelling of the root word itself. In this step, children will use the prefixes 'de-', 'dis-' and 'mis-' and add these to root words to change their meaning. They should



recognise that different word classes will be created with the addition of these prefixes, for example: overturn (verb) over-anxious (adjective)  
'De-' means down; 'dis-' means not and 'mis-' means wrongly.  
Children should be able to recognise how the prefix changes the meaning of the root word it is added to and be able to use these in their writing accurately.

#### Focused Questions

- Choose the correct prefix from 'de-', 'dis-' and 'mis-' to add to these words.
- Complete the sentence adding one of the words below with the correct prefix.
- What happens to the meaning of the word in the following sentence when the prefix 'de-', 'dis-' and 'mis-' is added/removed?

**Adding 're-' and 'over-'** In this step, children will use the prefixes 're-' and 'over-' and add these to root words to change their meaning. They should recognise that different word classes will be created with the addition of these prefixes, for example: overturn (verb) over-anxious (adjective)  
'Re-' means again; and 'over-' means too much.

Children should be able to recognise how the prefix changes the meaning of the root word it is added to and be able to use these in their writing accurately.

#### Focused Questions

- Choose the correct prefix from 're-' and 'over-' to add to these words.
- Complete the sentence adding one of the words below with the correct prefix.
- Create words by adding both prefixes to the same root word, for example 'over-' and 're-' added to 'act' = overreact
- What happens to the meaning of the word in the following sentence when the prefix 're-' and 'over-' is added/removed?

### Writing Objectives

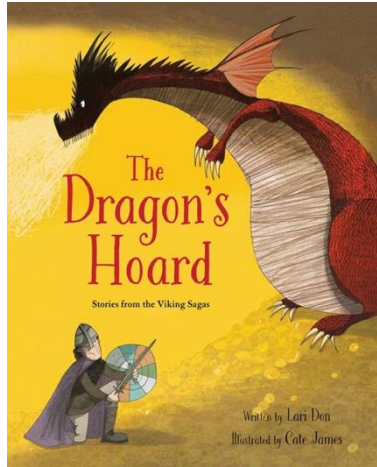
Choose part of the poem to rewrite but from the first person perspective of the Highwayman or Bess

- I can write for a range of purposes and audiences, selecting structure and organisation of a text depending on audience and purpose.
- I can describe settings and characters to consciously engage the reader.
- I select and use organisational and presentational devices that are relevant to the text type.
- I am beginning to proof read my work to précis longer passages by removing unnecessary repetition or irrelevant details.
- I proofread my work, assessing the effectiveness of mine and others' writing, making necessary corrections and improvements.
- I use the full range of punctuation from previous year groups mostly correctly.
- I use a wider range of linking words / phrases between sentences and paragraphs to build cohesion including fronted adverbials (time, manner and place).
- I use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that).
- I am beginning to vary the position of clauses within sentences.
- I use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.

## Week 11

### **Text**

#### **The Dragon's Hoard, stories from the Viking Sagas (2 weeks)**



### **Reading objectives**

- I can apply my growing knowledge of root words, prefixes and suffixes to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that I meet.
- I can increase my familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- I can explore and explain the meaning of words in context, within age appropriate books.
- I can discuss my understanding of a text, justifying using evidence.
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences such as inferring characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can predict what might happen from details stated and implied.
- I can summarise the main ideas drawn from more than one paragraph.
- I can discuss and evaluate how authors use language, including figurative language.
- I can discuss, explain and debate my understanding of what I have read, maintaining a focus on the topic.

### **Spelling**

#### **End of year (statutory words) assessment Assessment of first 40 words.**

### **Grammar and Punctuation objectives**

**Suffixes – word classes** From previous learning children will have learnt about the different types of words that make up the different parts of speech. This step will revisit nouns, adjectives and verbs and the difference between them. Nouns are words used to name a person, animal, place or thing. Adjectives are words that are used to describe and noun or pronoun. Verbs are words that are used to express an action or a state of being. Children should also be able to use these words in their writing, accurately identifying which part of speech each word belongs to depending on the sentence the word is included in.

Focused Questions. Sort the words below according to their parts of speech. Which two parts of speech could this word belong to? Write two sentences adding the word in its different forms. What type of word is underlined below? Replace the word with a different word from the same part of speech.

**Adding '-ate', '-ise' and '-ify'** In the previous step children will have revisited words and their parts of speech, so they will be familiar with nouns, adjectives and verbs. Children will have also learnt that suffixes can be added to the end of root words to change the meaning and the word class of the original root word, for example: adding the suffix '-ify' (meaning make) to the word glory creates a new word glorify, meaning to make glorious; the noun glory becomes the verb to glorify. In this step children will learn about the suffixes '-ate', '-ise' and '-ify'. The suffix '-ate-' means become, e.g. passion – passionate; '-ise' means become, e.g. magnet – magnetise (become

magnetic) and '-ify' means make, e.g. intense – intensify (make more intense). Children should be able to identify the meaning of words when these suffixes are added and will be able to use these in their writing. Focused Questions. Which word class does the word change to when the suffix '-ate'/'-ise'/'-ify' is added? What do these words mean now that the suffix '-ate', '-ise' and '-ify' has been added?

### Writing Objectives

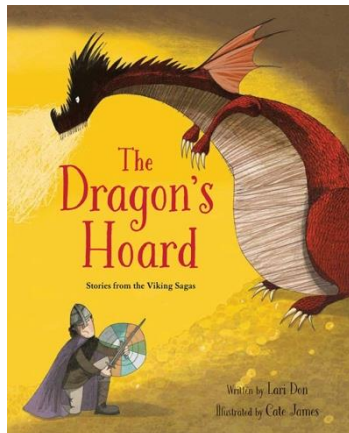
Children to create and write their own Viking saga, influenced by the stories they have read.

- I can write for a range of purposes and audiences, selecting structure and organisation of a text depending on audience and purpose.
- I can describe settings and characters to consciously engage the reader.
- I am beginning to proof read my work to précis longer passages by removing unnecessary repetition or irrelevant details.
- I proofread my work, assessing the effectiveness of mine and others' writing, making necessary corrections and improvements.
- I use the full range of punctuation from previous year groups mostly correctly.
- I use a wider range of linking words / phrases between sentences and paragraphs to build cohesion including fronted adverbials (time, manner and place).
- I use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that).
- I am beginning to include a range of sentence structures.
- I am beginning to vary the position of clauses within sentences.
- I am beginning to use brackets, dashes or commas to indicate parenthesis.
- I use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.
- I can spell many words correctly from the Y5 / Y6 statutory spelling list.

## Week 12

### **Text**

The Dragon's Hoard, stories from the Viking Sagas (choose several stories to share with the children)



### **Reading objectives**

- I can apply my growing knowledge of root words, prefixes and suffixes to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that I meet.
- I can increase my familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- I can explore and explain the meaning of words in context, within age appropriate books.
- I can discuss my understanding of a text, justifying using evidence.
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences such as inferring characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can predict what might happen from details stated and implied.
- I can summarise the main ideas drawn from more than one paragraph.
- I can discuss and evaluate how authors use language, including figurative language.
- I can discuss, explain and debate my understanding of what I have read, maintaining a focus on the topic.

<p style="text-align: center;"><b><u>Spelling</u></b>  <b>End of year (statutory words) assessment</b>  <b>Assessment of next 40 words.</b></p>	<p style="text-align: center;"><b><u>Grammar and Punctuation objectives</u></b></p> <p>This week should be used to recap on the objectives covered this term and to assess understanding.</p>
<p style="text-align: center;"><b><u>Writing Objectives</u></b></p> <p style="text-align: center;">Children to create and write their own Viking saga, influenced by the stories they have read.</p> <ul style="list-style-type: none"> <li>• I can write for a range of purposes and audiences, selecting structure and organisation of a text depending on audience and purpose.</li> <li>• I can describe settings and characters to consciously engage the reader.</li> <li>• I am beginning to proof read my work to précis longer passages by removing unnecessary repetition or irrelevant details.</li> <li>• I proofread my work, assessing the effectiveness of mine and others' writing, making necessary corrections and improvements.</li> <li>• I use the full range of punctuation from previous year groups mostly correctly.</li> <li>• I use a wider range of linking words / phrases between sentences and paragraphs to build cohesion including fronted adverbials (time, manner and place).</li> <li>• I use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that).</li> <li>• I am beginning to include a range of sentence structures.</li> <li>• I am beginning to vary the position of clauses within sentences.</li> <li>• I am beginning to use brackets, dashes or commas to indicate parenthesis.</li> <li>• I use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</li> <li>• I can spell many words correctly from the Y5 / Y6 statutory spelling list.</li> </ul>	
<p style="text-align: center;"><b><u>Week 13</u></b></p>	
<p style="text-align: center;"><b><u>Spelling</u></b>  <b>Spelling scheme complete. Use this week to address tricky spellings and consolidate on prior learning.</b></p>	<p style="text-align: center;">This week has been left blank to allow for faith week activities, engineering week etc.</p>