

Autumn Term

Week 1

Text

Treasure Island

Robert Louis Stevenson

- ¹ When I had done breakfasting the squire gave me a note addressed to John Silver, at the sign of the Spy-glass, and told me I should easily find the place by following the line of the docks and keeping a bright lookout for a little tavern with a large brass telescope for sign. I set off, overjoyed at this opportunity to see some more of the ships and seamen, and picked my way among a great crowd of people and carts and bales, for the dock was now at its busiest, until I found the tavern in question.
- ⁷ It was a bright enough little place of entertainment. The sign was newly painted; the windows had neat red curtains; the floor was cleanly sanded. There was a street on each side and an open door on both, which made the large, low room pretty clear to see in, in spite of clouds of tobacco smoke.
- ¹¹ The customers were mostly seafaring men, and they talked so loudly that I hung at the door, almost afraid to enter.
- ¹³ As I was waiting, a man came out of a side room, and at a glance I was sure he must be Long John. His left leg was cut off close by the hip, and under the left shoulder he carried a crutch, which he managed with wonderful dexterity, hopping about upon it like a bird. He was very tall and strong, with a face as big as a ham – plain and pale, but intelligent and smiling. Indeed, he seemed in the most cheerful spirits, whistling as he moved about among the tables, with a merry word or a slap on the shoulder for the more favoured of his guests.
- ¹⁹ I plucked up courage at once, crossed the threshold, and walked right up to the man where he stood, propped on his crutch, talking to a customer.
- ²¹ 'Mr Silver, sir?' I asked, holding out the note.
- ²² 'Yes, my lad,' said he; 'such is my name, to be sure. And who may you be?' And then as he saw the squire's letter, he seemed to me to give something almost like a start.
- ²⁴ 'Oh!' said he, quite loud, and offering his hand. 'I see. You are our new cabin-boy; pleased I am to see you.'

Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) 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 draw inferences such as inferring characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- 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 and evaluate how authors use language, considering the impact on the reader.
- I can discuss texts, building on my own and others' ideas and challenging views courteously.

Spelling

Recap – year 5

Adorable
Adorably
Deceive
Receive
Ancient
Efficient
Fought
Sought
Through
thorough

Grammar and Punctuation objectives

- Using relative clauses beginning with **who, which, where, when, whose, that** or with an **implied (ie omitted) relative pronoun**.
Relative Clauses. From Year 4, children should know the term pronouns refers to a word that takes the place of a noun. They should know that there are different types of pronouns, including relative pronouns and possessive pronouns. This step focuses on the use of relative pronouns in relative clauses.
From Year 5, children should know that a relative clause is a type of subordinate clause, which modifies a noun. It can also refer to the whole main clause. A relative clause must start with a relative pronoun and must always follow the noun or other pronoun they are modifying.
Focused Questions - Identify the relative clause in this sentence... Which word is the relative pronoun? Can a relative clause be moved around in a sentence? Why not? Can the relative pronoun be omitted from this sentence? Why/why not?

- **Using modal verbs to indicate degrees of possibility [for example, might, should, will, must].**
Modal Verbs. Children should know that modal verbs are used to indicate degrees of possibility, including might, should, will and must. A modal verb modifies another verb and tells you how certain, how able or how necessary (obligatory) it is. Modal verbs only have finite forms such as may, can or should. Modal verbs do not have any other forms, i.e. mayed or maying. Focused Questions - What is a modal verb? What word class does a modal verb modify? What are the three different uses of modal verbs?

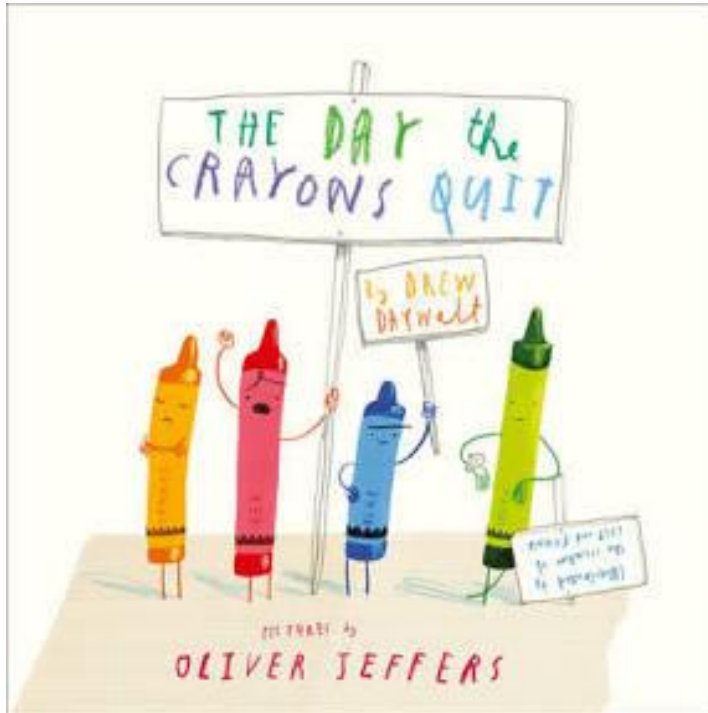
Writing Objectives

Write a setting description from picture stimulus.

- Use knowledge of morphology to spell some words with prefixes and suffixes from the YR 5-6 spelling appendix.
- Use the full range of spelling rules and conventions from the YR 3-4 spelling appendix, and some from YR 5-6.
- Spell accurately many words from the YR 3-4 word list, and some from the YR 5-6.
- Use knowledge of morphology to spell words with the full range of prefixes and suffixes in the YR 5-6 spelling appendix e.g. pre-, re-, al, -ial.
- Writing is legible and fluent. (Quality may not be maintained at speed.)
- Discuss ideas; use the drafting process before and during writing.
- Show some features of correct writing form, using models of similar writing.
- Describe characters, settings and plot within narrative writing.
- Evaluate own and others' writing; proof read, edit and revise.
- Write a range of sentence structures which are usually accurate, including relative clauses e.g. using who, that, which; experiment with fronted adverbials.
- Use some of a range of punctuation, mostly accurately, including brackets and dashes; commas for pauses; for lists; hyphens; consistent use of bullet points.
- Use modal verbs e.g. could, should, might, will.
- Choose tense which is usually appropriate.
- Use vocabulary and grammar to suit formal and informal writing, with some success.
- Create expanded noun phrases to convey information and description.
- Use a dictionary and thesaurus with growing confidence, to define words and expand vocabulary.
- Usually conform to Standard English e.g. we, were, they were, I did, those books.

Week 2

Text



Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) 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 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 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 texts, building on my own and others' ideas and challenging views courteously.

Spelling

Recap – year 5

ascent
assent
accountancy
discrepancy
stationary
stationery
considerably
affordably
wrath
wreak

Grammar and Punctuation objectives

- **Using adverbs to indicate degrees of possibility [for example, perhaps, surely].**

Adverbs. This step focuses on using adverbs to indicate the possibility of the verb, including perhaps, surely, maybe, possibly, definitely and certainly. From Year 5, children should know the difference between adverbs and modal verbs (and from the previous step). Modal verbs follow directly after the noun it modifies, while adverbs indicating possibility modify the verb in the sentence and, like other adverbs, can move location within the sentence. Focused Questions - Where is the adverb in this sentence? What type of words do adverbs indicating possibility modify? Can an adverb to indicate possibility move within a sentence?

- **Using brackets, dashes or commas to indicate parenthesis.**

Parenthesis. From Year 5, children should know that the term parenthesis means to add extra information within a sentence, using brackets, dashes or commas. Parenthesis can be used to interrupt the sentence or to clarify information within a sentence. Children should know that they need to use a pair of brackets to add additional information, while dashes and commas can be used in pairs or on their own. Focused Questions - What is parenthesis? What punctuation marks can be used to add parenthesis to a sentence? Can a bracket be used on its own or in a pair? Can a

dash be used on its own or in a pair? Are the brackets used to add extra information or clarify information already in the sentence? Is the extra information a main clause, a relative clause or a subordinate clause?

Writing Objectives

Informal letter from a crayon's perspective.

- Use knowledge of morphology to spell some words with prefixes and suffixes from the YR 5-6 spelling appendix.
- Use the full range of spelling rules and conventions from the YR 3-4 spelling appendix, and some from YR 5-6.
- Spell accurately many words from the YR 3-4 word list, and some from the YR 5-6.
- Use knowledge of morphology to spell words with the full range of prefixes and suffixes in the YR 5-6 spelling appendix e.g. pre-, re-, al, -ial.
- Writing is legible and fluent. (Quality may not be maintained at speed.)
- Discuss ideas; use the drafting process before and during writing.
- Show some features of correct writing form, using models of similar writing.
- Use paragraphs to organise information around a theme.
- Use a range of devices to link time and place within and across paragraphs e.g. adverbials.
- Describe characters, settings and plot within narrative writing.
- Evaluate own and others' writing; proof read, edit and revise.
- Write a range of sentence structures which are usually accurate, including relative clauses e.g. using who, that, which; experiment with fronted adverbials.
- Use some of a range of punctuation, mostly accurately, including brackets and dashes; commas for pauses; for lists; hyphens; consistent use of bullet points.
- Use modal verbs e.g. could, should, might, will.
- Choose tense which is usually appropriate.
- Use vocabulary and grammar to suit formal and informal writing, with some success.
- Create expanded noun phrases to convey information and description.
- Use a dictionary and thesaurus with growing confidence, to define words and expand vocabulary.
- Usually conform to Standard English e.g. we, were, they were, I did, those books.

Week 3

Text - Poetry

The Jumblies

Edward Lear

- ¹ They went to sea in a Sieve, they did,
In a Sieve they went to sea:
In spite of all their friends could say,
On a winter's morn, on a stormy day,
In a Sieve they went to sea!
And when the Sieve turned round and round,
And every one cried, 'You'll all be drowned!'
They called aloud, 'Our Sieve ain't big,
But we don't care a button! we don't care a fig!
In a Sieve we'll go to sea!
Far and few, far and few,
Are the lands where the Jumblies live;
Their heads are green, and their hands are blue,
And they went to sea in a Sieve.
- ²² And all night long they sailed away:
And when the sun went down,
They whistled and warbled a moony song
To the echoing sound of a coppery gong,
In the shade of the mountains brown.
'O Timballo! How happy we are,
When we live in a Sieve and a crockery jar,
And all night long in the moonlight pale,
We sail away with a pea-green sail,
In the shade of the mountains brown!
Far and few, far and few,
Are the lands where the Jumblies live;
Their heads are green, and their hands are blue,
And they went to sea in a Sieve.
- ¹³ The water it soon came in, it did,
The water it soon came in;
So to keep them dry, they wrapped their feet
In a pinky paper all folded neat,
And they fastened it down with a pin.
And they passed the night in a crockery-jar,
And each of them said, 'How wise we are!
Though the sky be dark, and the voyage be
long,
Yet we never can think we were rash or wrong,
While round in our Sieve we spin!
Far and few, far and few,
Are the lands where the Jumblies live;
Their heads are green, and their hands are blue,
And they went to sea in a Sieve.
- ⁴¹ And in twenty years they all came back,
In twenty years or more,
And every one said, 'How tall they've grown!
For they've been to the Lakes, and the Terrible
Zone,
And the hills of the Chankly Bore!
And they drank their health, and gave them
a feast
Of dumplings made of beautiful yeast;
And every one said, 'If we only live,
We too will go to sea in a Sieve,
To the hills of the Chankly Bore!
Far and few, far and few,
Are the lands where the Jumblies live;
Their heads are green, and their hands are blue,
And they went to sea in a Sieve.

Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) 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 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 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 and evaluate how authors use language, considering the impact on the reader.
- 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.

Gussed
Guest
Heard
Herd
Led
lead (noun)
morning
mourning
past

Grammar and Punctuation objectives

- **Using expanded noun phrases to convey complicated information concisely.**

In Year 5, children learnt how to use expanded noun phrases to convey complicated information concisely, for example using the curly-haired girl instead of the girl with the curly hair. This skill is useful for later in Year 6 when children learn about writing notes for bullet points. Children should be able to identify which information is necessary and which information can be removed from a noun phrase to make sure it is presented concisely. Children may realise (without necessarily being taught) that not every sentence needs an expanded noun phrase and that a variety of sentence types and lengths will help to build cohesion. Focused Questions - Identify the expanded noun phrase(s) in this sentence... Is all of the information in this expanded noun phrase needed?

passed

Which information could we remove from this noun phrase? Does it still make sense without it?
Do all of the sentences in this paragraph include expanded noun phrases? Why not?

• **Using commas to clarify meaning or avoid ambiguity in writing.**

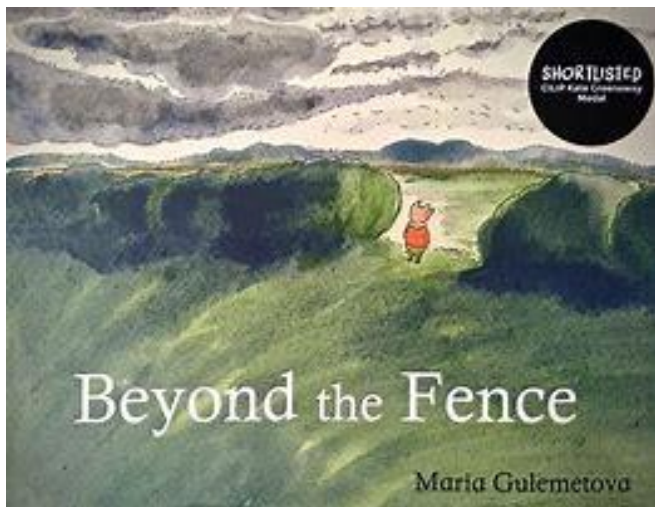
Children should know that commas have many different jobs including separating items in a list, demarcating fronted adverbials, clarifying meaning, or to avoid ambiguity. This step focuses on using commas to clarify meaning and avoid ambiguity within writing. From Year 5 (and Step 4 within this block), children should know that commas can be used to punctuate clauses which add extra information. Commas can also be used to avoid ambiguity and to make the meaning of the sentence clear, for example I enjoy running ballet classes and swimming compared to I enjoy running, ballet classes and swimming. In the first sentence, 'running ballet classes' can be interpreted as teaching the ballet class while in the second sentence, the comma makes running and ballet classes two separate activities. Focused Questions - What are the commas used for in this sentence? Can you remove the commas from the sentence? How does the comma(s) in this sentence change the meaning of the information?

Writing Objectives

Robinwood Visit

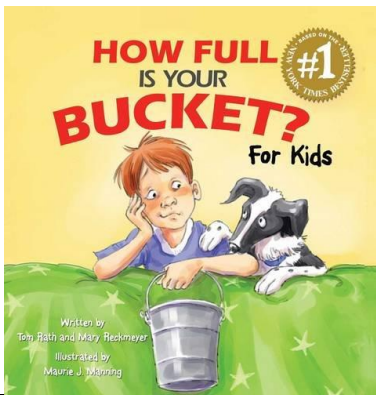
Week 4

Text - Mental Health Week



Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) 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 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 and evaluate how authors use language, considering the impact on the reader.
- 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

Attached
Available
Cemetery
Convenience
Environment
Foreign
Hindrance
Immediately
Temperature
Thorough

Grammar and Punctuation objectives

- **Using the perfect form of verbs to mark relationships of time and cause.**

Present tense. In Year 6, children should have already covered all the different tense forms. This step focuses on the present tense forms: simple present, present progressive and present perfect. Children should know from previous learning that: regular simple present verbs use the infinitive verb form; regular present progressive verbs use the present participle form; and the regular present perfect verbs use the past participle form. All irregular verb forms (those which cannot be conjugated using -ed or -ing) must be learnt explicitly rather than following a spelling pattern. Children should be able to identify which tense form a sentence is written in based on the structure of the sentence. Focused Questions - Which verbs can you conjugate by adding -ed or -ing? Is this verb in the infinitive, present participle or past participle form? Which tense and form is used in this sentence? How can you tell?

Past tense. This step focuses on the past tense forms: simple past, past progressive and past perfect. Children should know from previous learning that: regular simple past verbs use the infinitive verb followed by the suffix -ed; regular past progressive verbs use the present participle form; and regular past perfect verbs use the past participle form. All irregular verb forms (those which cannot be conjugated using -ed or -ing) must be learnt explicitly rather than following a spelling pattern. Children should be able to identify which tense form a sentence is written in based on the structure of the sentence. Focused Questions - Which tense and form is used in this sentence? How can you tell? How can you change this sentence from the simple past form to the present perfect form? Which other words do you need to include when writing in the past progressive/past perfect form?

Writing Objectives

Write a letter to Thomas explaining why you (Piggy) left.

- Use knowledge of morphology to spell some words with prefixes and suffixes from the YR 5-6 spelling appendix.
- Use the full range of spelling rules and conventions from the YR 3-4 spelling appendix, and some from YR 5-6.

- Spell accurately many words from the YR 3-4 word list, and some from the YR 5-6.
- Use knowledge of morphology to spell words with the full range of prefixes and suffixes in the YR 5-6 spelling appendix e.g. pre-, re-, al, -ial.
- Writing is legible and fluent. (Quality may not be maintained at speed.)
- Discuss ideas; use the drafting process before and during writing.
- Show some features of correct writing form, using models of similar writing.
- Use paragraphs to organise information around a theme.
- Use a range of devices to link time and place within and across paragraphs e.g. adverbials.
- Describe characters, settings and plot within narrative writing.
- Evaluate own and others' writing; proof read, edit and revise.
- Write a range of sentence structures which are usually accurate, including relative clauses e.g. using who, that, which; experiment with fronted adverbials.
- Use some of a range of punctuation, mostly accurately, including brackets and dashes; commas for pauses; for lists; hyphens; consistent use of bullet points.
- Use modal verbs e.g. could, should, might, will.
- Choose tense which is usually appropriate.
- Use vocabulary and grammar to suit formal and informal writing, with some success.
- Create expanded noun phrases to convey information and description.
- Use a dictionary and thesaurus with growing confidence, to define words and expand vocabulary.
- Usually conform to Standard English e.g. we, were, they were, I did, those books.

Week 5

Text - autobiography



Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) 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 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, considering the impact on the reader.
- 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 -ible
 Changeable
 Noticeable
 Knowledgeable
 Manageable
 Serviceable
 Forcible
 Illegible
 Legible
 Eligible
 Terrible

Grammar and Punctuation objectives

- **How words are related by meaning as synonyms and antonyms [for example, big, large, little].**
Synonyms. Children will know from previous years that words can have a similar meaning. They may already know the term synonym from previous years. Synonyms are groups of words that have a similar meaning, such as small, little, tiny. These words are often interchangeable within sentences. Children should be aware that while synonyms can be interchangeable, they should think about the strength of the synonym within the sentence and how it affects the mood, i.e. 'The stone tumbled into the sea from the top of the cliff.' compared to 'The stone plunged into the sea from the top of the cliff.' Synonyms can be used in place of overused words to avoid repetition within a text. Focused Questions - Use a thesaurus to find synonyms of the following words... Which two words have the same meaning in the following sentence? Which synonym would work better in the sentence?
Antonyms. Children will know from previous years that words can have opposite or opposing meanings. They may already know the term antonym from previous years. Antonyms are pairs of words that have the opposite meaning, such as small/big and quiet/loud. These words are not interchangeable within sentences as they completely change the meaning. Children should be able to identify and suggest antonyms of given words and explain how it affects the meaning within a sentence. Focused Questions - Use a thesaurus to find antonyms of the following words...Which two words have the opposite meaning in the following sentences? Which antonym would change the meaning of the sentence?
- **How words are related by meaning as synonyms and antonyms [for example, big, large, little].**
Synonyms and Antonyms. This step focuses on understanding the difference between synonyms and antonyms, and how they are both used in writing. Children should now be able to say whether a given word is a synonym or an antonym of another word and explain how they know. Children should also be able to improve their own and others work using synonyms and antonyms. Focused Questions - Which word type is used to improve a sentence? Which word type is used to change the meaning of a sentence? Is the underlined word a synonym or antonym of...? Think of a synonym and an antonym of 'tall'.

Writing Objectives

Write a diary entry for Floella's trip on the boat.

- Use knowledge of morphology to spell some words with prefixes and suffixes from the YR 5-6 spelling appendix.
- Use the full range of spelling rules and conventions from the YR 3-4 spelling appendix, and some from YR 5-6.
- Spell accurately many words from the YR 3-4 word list, and some from the YR 5-6.
- Use knowledge of morphology to spell words with the full range of prefixes and suffixes in the YR 5-6 spelling appendix e.g. pre-, re-, al, -ial.
- Writing is legible and fluent. (Quality may not be maintained at speed.)
- Discuss ideas; use the drafting process before and during writing.
- Show some features of correct writing form, using models of similar writing.
- Use paragraphs to organise information around a theme.
- Use a range of devices to link time and place within and across paragraphs e.g. adverbials.
- Sometimes include direct speech to indicate character or event.
- Describe characters, settings and plot within narrative writing.
- Evaluate own and others' writing; proof read, edit and revise.
- Write a range of sentence structures which are usually accurate, including relative clauses e.g. using who, that, which; experiment with fronted adverbials.
- Use some of a range of punctuation, mostly accurately, including brackets and dashes; commas for pauses; for lists; hyphens; consistent use of bullet points.
- Use modal verbs e.g. could, should, might, will.
- Choose tense which is usually appropriate.
- Use vocabulary and grammar to suit formal and informal writing, with some success.
- Create expanded noun phrases to convey information and description.
- Use a dictionary and thesaurus with growing confidence, to define words and expand vocabulary.
- Usually conform to Standard English e.g. we, were, they were, I did, those books.

Week 6

Text – Non Fiction

Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) 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.

Nelson Mandela

Nelson Mandela was a very important person in the South African anti-apartheid movement having spent twenty-seven years in prison for fighting against the government. He was also the first black South African President from 1994 -1999.

Apartheid (say: a-part-hite) was the separation of black and white people in South Africa.

Early Life

Nelson Mandela was named Rolihlela Mandela when he was born in Mvezo (say: m-vey-zo), South Africa on 19th July, 1918. He was given the name Nelson by his teacher at school as it was usual for all children to be given a Christian name at school.

He did well at school and went on to university, but he was expelled for joining a student protest. Eventually, he did finish his degree after he had run away to Johannesburg (say: Joe-han-ee-burg) to escape an arranged marriage and become a lawyer.

Politics and Prison

From 1942, he was becoming more and more involved with politics, and by 1944 he helped create the youth section of the African National Congress (ANC), who are a political party in South Africa. Later, in 1952, he was chosen as the National Volunteer-in-Chief of the Defiance Campaign which was a movement to fight against apartheid.

The following years were full of fighting and arrests because of trying to stop apartheid and in 1962, he was arrested again and given a life sentence in 1964. Whilst he was in prison, the rest of the world were also trying to stop apartheid in South Africa.

Freedom and Leading South Africa

In 1984, Nelson Mandela was the world's most famous prisoner and the UK number one single 'Free Nelson Mandela' became a worldwide anthem for the anti-apartheid movement – you might even like to listen to the song and read the lyrics. By 1988, things were starting to change as black students were let into white universities and in 1990, South Africa's new President FW de Klerk



- 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 key details that support the main ideas of a text.
- 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.
- 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

•Making notes.

In this step, children will learn to write notes by identifying key information in a sentence. This skill will help them with summarising information that they have read, writing down something that has been discussed verbally, or planning their own writing in using a basic outline. Key information in a sentence is usually restricted to certain word classes, for example, verbs and nouns. The meaning of a sentence is usually still clear if other word classes are omitted. e.g. The red balloon popped loudly. The key information in this sentence is the noun (balloon) and the verb (popped), so the note form would be balloon popped. Children should be able to use notes in the ways suggested above and explain why they have used specific information to keep the meaning of the sentence clear. Focused Questions - Which words can be omitted from the sentence without losing any meaning? Which word(s) are key to the sentence? Look at this sentence and the note for it. What key information has been left out of the notes ?

• Punctuating bullet points consistently.

Once children can write clear notes, they should begin to use bullet points to organise their notes. Bullet points are used to draw attention to important information that can be identified quickly by the reader. Bullet points need to be punctuated consistently: The sentence which introduces a list of bullet points needs to end with a colon (:). If the text that follows a bullet point is a full sentence, it will need a capital letter and a punctuation mark. If it is not a full sentence, it does not need a capital letter or a full stop. e.g. Items you will need include: • toothbrush and toothpaste • pyjamas and slippers. Bullet points should all start with the same word class, for example, present participle, imperative verb, determiner, noun, etc. Children should be able to use bullet points in

their writing and punctuate these accurately including colons and semi-colons where necessary.
Focused Questions - Rewrite the sentence adding bullet points for the list. Change the list of bullet points into full sentences. Has the list been punctuated correctly? Explain why or why not.

Writing Objectives

Write a biography about Nelson Mandela.

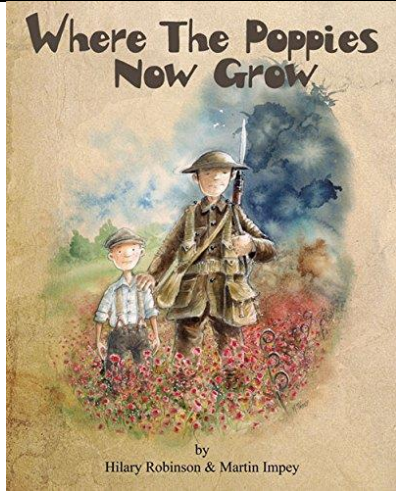
- Use knowledge of morphology to spell some words with prefixes and suffixes from the YR 5-6 spelling appendix.
- Use the full range of spelling rules and conventions from the YR 3-4 spelling appendix, and some from YR 5-6.
- Spell accurately many words from the YR 3-4 word list, and some from the YR 5-6.
- Use knowledge of morphology to spell words with the full range of prefixes and suffixes in the YR 5-6 spelling appendix e.g. pre-, re-, al, -ial.
- Writing is legible and fluent. (Quality may not be maintained at speed.)
- Discuss ideas; use the drafting process before and during writing.
- Show some features of correct writing form, using models of similar writing.
- Use paragraphs to organise information around a theme.
- Use a range of devices to link time and place within and across paragraphs e.g. adverbials.
- Evaluate own and others' writing; proof read, edit and revise.
- Write a range of sentence structures which are usually accurate, including relative clauses e.g. using who, that, which; experiment with fronted adverbials.
- Use some of a range of punctuation, mostly accurately, including brackets and dashes; commas for pauses; for lists; hyphens; consistent use of bullet points.
- Use modal verbs e.g. could, should, might, will.
- Choose tense which is usually appropriate.
- Use vocabulary and grammar to suit formal and informal writing, with some success.
- Create expanded noun phrases to convey information and description.
- Use a dictionary and thesaurus with growing confidence, to define words and expand vocabulary.
- Usually conform to Standard English e.g. we, were, they were, I did, those books.

Week 7

Text - Poetry

Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) 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 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 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 and evaluate how authors use language, considering the impact on the reader.
- 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

Adding suffixes beginning with vowel letters to words ending in -fer

- referring
- referred
- referral
- preferring
- preferred
- transferring
- transferred
- reference
- referee
- preference

Grammar and Punctuation objectives

• Identifying nouns and verbs in sentences.

Throughout Years 2 to 6, children should regularly recap the terms noun and verb. In this step, children will recap identifying different types of nouns and verbs in given sentences. A noun is used to name a person, place or thing. There are different types of nouns including common, proper, collective, concrete and abstract. Repeated nouns can also be replaced by pronouns. A verb is used to express an action or a state of being. There are also different types of verbs including actions, linking and auxiliary (helping). Children should also understand that a sentence only needs to include a noun and a verb, for example 'Izzy ran.' Some sentences can be one word sentences in which the subject or the verb are implied. Most sentences include other types of words and you can build on the simple sentence using this knowledge. Focused Questions - Is 'happiness' a noun or a verb? List the nouns/verbs in the sentence. Is this noun common or proper? Is it concrete or abstract? Is this verb an action verb, a linking verb or an auxiliary verb? What auxiliary verb needs to go before this verb?

• Identifying adjectives and adverbs in sentences.

Throughout Years 2 to 6, children should regularly recap the terms adjective and adverb and be able to identify them in given sentences. An adjective is a word used to describe a noun (or pronoun). Adjectives can be used on their own or in a list to explain characteristics of a particular noun. They can also refer to comparatives and superlatives which compare two or more things. An adverb is a word that describes a verb, such as how, when, where or how often it is happening.

Children should be able to identify whether a word is an adjective or an adverb based on the word it modifies (a noun or a verb). Focused Questions - Is this word telling us more about the noun or verb? How do you know? What adjective/adverb could be included to add extra information in this sentence?

Writing Objectives

Write a letter home about your experiences and trench life from the perspective of Roy/Ben.

- Use knowledge of morphology to spell some words with prefixes and suffixes from the YR 5-6 spelling appendix.
- Use the full range of spelling rules and conventions from the YR 3-4 spelling appendix, and some from YR 5-6.
- Spell accurately many words from the YR 3-4 word list, and some from the YR 5-6.
- Use knowledge of morphology to spell words with the full range of prefixes and suffixes in the YR 5-6 spelling appendix e.g. pre-, re-, al, -ial.
- Writing is legible and fluent. (Quality may not be maintained at speed.)
- Discuss ideas; use the drafting process before and during writing.
- Show some features of correct writing form, using models of similar writing.
- Use paragraphs to organise information around a theme.
- Use a range of devices to link time and place within and across paragraphs e.g. adverbials.
- Sometimes include direct speech to indicate character or event.
- Describe characters, settings and plot within narrative writing.
- Evaluate own and others' writing; proof read, edit and revise.
- Write a range of sentence structures which are usually accurate, including relative clauses e.g. using who, that, which; experiment with fronted adverbials.
- Use some of a range of punctuation, mostly accurately, including brackets and dashes; commas for pauses; for lists; hyphens; consistent use of bullet points.
- Use modal verbs e.g. could, should, might, will.
- Choose tense which is usually appropriate.
- Identify and select synonyms and antonyms.
- Use vocabulary and grammar to suit formal and informal writing, with some success.
- Create expanded noun phrases to convey information and description.
- Use a dictionary and thesaurus with growing confidence, to define words and expand vocabulary.
- Usually conform to Standard English e.g. we, were, they were, I did, those books.

Week 8

Text - animation

Anti-bullying week - Wing.



Reading objectives

- I can recommend and state preferences, giving reasons for my choices.
- I can identify, compare and contrast themes and conventions.
- I can discuss my understanding, justifying using evidence.
- I can ask relevant questions to improve my understanding.
- 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.
- I can identify key details that support the main ideas.
- I can discuss, building on my own and others' ideas and challenging views courteously.
- I can discuss, explain and debate my understanding, maintaining a focus on the topic.

Spelling

Double consonants

- Apparent
- Appreciate
- Attached
- Communicate
- Community
- Correspond
- Embarrass
- Exaggerate
- Excellent
- Beginning

Grammar and Punctuation objectives

• Identifying subjects and objects in sentences.

Children need to know that nouns can have different 'jobs' within a sentence – the thing that does the verb (subject) and the thing that has the verb done to it (object). From prior learning, children should know that a sentence must include a noun and verb. The noun must be doing the verb so the noun acts as a subject. If the sentence includes a second noun, it is having the verb done to it so this noun acts as an object. From this knowledge, children should understand that a sentence will always include a subject and a verb, and does not need to include an object. Children should be able to use this knowledge to identify whether the nouns in a sentence are acting as the subject or as the object. Focused Questions - What two 'jobs' can nouns have in a sentence? How do you know if a noun is a subject? How do you know if a noun is an object? Identify the nouns in the sentence. Are they acting as a subject or an object?

• Identifying determiners, conjunctions and prepositions in sentences.

Throughout Years 3 to 6, children should regularly recap the terms conjunction, preposition and determiner and be able to identify them in given sentences. A conjunction is used to join two or more clauses (or words) together. A co-ordinating conjunction is used to join two main clauses of equal value. A subordinating conjunction is used to add a subordinate (dependent) clause to the main clause. A preposition is a word that describes where something is or where it needs to move to, for example 'Pour the ingredients into the bowl.' A determiner is a word which comes before a noun (or an adjective) to explain whether a noun is general or specific. There are different types of determiners such as articles, demonstrative, quantifiers and possessive. Focused Questions - Can you change the determiner/conjunction/preposition in the sentence? How does it change the meaning of the sentence? Which word class does this word belong to? How do you know?

Writing Objectives

- Retell the story with some detailed descriptions of the hero of the story.
- Create anti-bullying slogans to be displayed in the crows community.

- Use knowledge of morphology to spell some words with prefixes and suffixes from the YR 5-6 spelling appendix.
- Use the full range of spelling rules and conventions from the YR 3-4 spelling appendix, and some from YR 5-6.
- Spell accurately many words from the YR 3-4 word list, and some from the YR 5-6.
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- Use paragraphs to organise information around a theme.
- Use a range of devices to link time and place within and across paragraphs e.g. adverbials.
- Sometimes include direct speech to indicate character or event.
- Describe characters, settings and plot within narrative writing.
- Evaluate own and others' writing; proof read, edit and revise.
- Write a range of sentence structures which are usually accurate, including relative clauses e.g. using who, that, which; experiment with fronted adverbials.
- Use some of a range of punctuation, mostly accurately, including brackets and dashes; commas for pauses; for lists; hyphens; consistent use of bullet points.
- Use modal verbs e.g. could, should, might, will.
- Choose tense which is usually appropriate.
- Begin to recognise the 'active' and 'passive' voice – initially taught through writing examples.
- With guidance, identify the subject and object of a sentence.
- Use vocabulary and grammar to suit formal and informal writing, with some success.
- Create expanded noun phrases to convey information and description.
- Use a dictionary and thesaurus with growing confidence, to define words and expand vocabulary.
- Usually conform to Standard English e.g. we, were, they were, I did, those books.

Week 9

Text – Non Fiction and Poetry

Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) 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.

D-Day

D-Day Facts

- 6th June 1944 was D-Day.
- Allied forces landed in Normandy (France).
- It began the liberation of Western Europe from the German occupation.
- The British commander in charge of the attack was called General Bernard Montgomery.
- The American general was called Dwight D. Eisenhower.
- The invasion of Normandy was the largest land and sea attack ever launched with over 150 000 troops, over 7000 ships and 11 000 aircraft.

Why Did It Take Place?


D-Day had been planned by British forces before the United States joined the war. German troops had taken over huge parts of Europe and were planning to invade Britain from France. For some time, codebreakers had been able to break the coded messages that the Germans were sending to each other. Their plans were to attack but Britain was planning to do so first. The Germans didn't think that an attack would come from the sea but that's just what was being organised.

D-Day was originally planned for 5th June but a sudden storm made the invasion too dangerous and General Eisenhower postponed it for a day.

What Were the Plans?

The first planned attack was on 1st May 1944, but the operation was postponed for a month to allow more time to collect troops and equipment. The timing was essential to allow for the right weather, a full moon, and high tide conditions.

In order to keep the location of the landings secret, a trick plan, Operation Fortitude, was arranged. This led the Germans to believe the main target was at Calais, much closer to the south coast of England.




in the Trenches

simple soldier boy
 ned at life in empty joy,
 undly through the lonesome dark,
 rtled early with the lark.

r trenches, cowed and glum,
 mps and lice and lack of rum,
 bullet through his brain.
 poke of him again.

3-faced crowds with kindling eye
 er when soldier lads march by,
 me and pray you'll never know
 where youth and laughter go.

ssoon



- 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 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 and evaluate how authors use language, considering the impact on the reader.
- 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

Continuing words ending in -ible and -ibly

Possible
 Possibly
 Horrible
 Horribly
 Visible
 Visibly
 Incredible
 Incredibly
 Sensible
 Sensibly

Grammar and Punctuation objectives

• Identifying Word Classes in Sentences.

Children need to use their knowledge and understanding of the previous four steps to identify different word classes in given sentences. They should be able to explain how they know what word class each word belongs to using their knowledge of how the word classes are used. Focused Questions - Are there any words that can belong to more than one word class? Identify all of the word classes in the sentence.

Writing Objectives

Children to create Remembrance Day poetry.

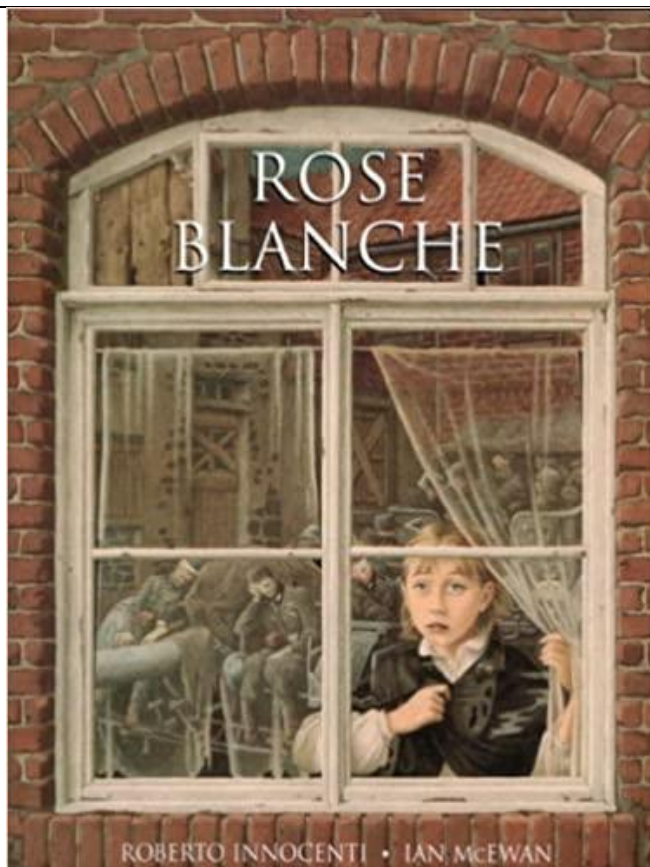
- Use knowledge of morphology to spell some words with prefixes and suffixes from the YR 5-6 spelling appendix.
- Use the full range of spelling rules and conventions from the YR 3-4 spelling appendix, and some from YR 5-6.
- Spell accurately many words from the YR 3-4 word list, and some from the YR 5-6.
- Use knowledge of morphology to spell words with the full range of prefixes and suffixes in the YR 5-6 spelling appendix e.g. pre-, re-, al, -ial.
- Writing is legible and fluent. (Quality may not be maintained at speed.)
- Correct choice is made about whether to join handwriting or print letters.
- Discuss ideas; use the drafting process before and during writing.
- Show some features of correct writing form, using models of similar writing.
- Use a range of presentational devices, including use of bullet points, tables and columns, to guide the reader.
- Evaluate own and others' writing; proof read, edit and revise.
- Use some of a range of punctuation, mostly accurately.
- Use modal verbs e.g. could, should, might, will.
- Choose tense which is usually appropriate.
- Identify and select synonyms and antonyms.
- Use vocabulary and grammar to suit formal and informal writing, with some success.
- Create expanded noun phrases to convey information and description.
- Use a dictionary and thesaurus with growing confidence, to define words and expand vocabulary.
- Usually conform to Standard English e.g. we, were, they were, I did, those books.

Week 10

Text

Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) 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 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 and evaluate how authors use language, considering the impact on the reader.
- 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

Equip
Equipped
Equipment
Criticise
Critic
Immediate
Ancient
Category
Develop
sufficient

Grammar and Punctuation objectives

• **Recognising subjunctive forms. Was or were?**

From previous year groups, children should be able to identify verbs in sentences. They should know that the past tense of the verb 'to be' is 'was' or 'were'. At this point, children may understand that 'was' is to be used for singular subjects and 'were' is to be used for plural subjects. In this step, children will begin to understand the difference between using 'was' and the subjunctive form 'were'. 'Was' is used to indicate statements of fact, such as I was watching TV last night. 'Were' is used in sentences for wishful thinking, hypothetical statements and unreal situations, for example, I wish I were older (wishful); If I were a teacher, I would... (hypothetical); Sally acts as if she were the boss (unreal). Children should know that using the subjunctive form 'were' in the above ways indicates formal writing (this will be covered in greater detail in Spring Block 3). Focused Questions - What does the verb 'was' indicate? What does the verb 'were' indicate? Should this sentence use was or were? Explain why.

Writing Objectives

Create a missing person advertisement.

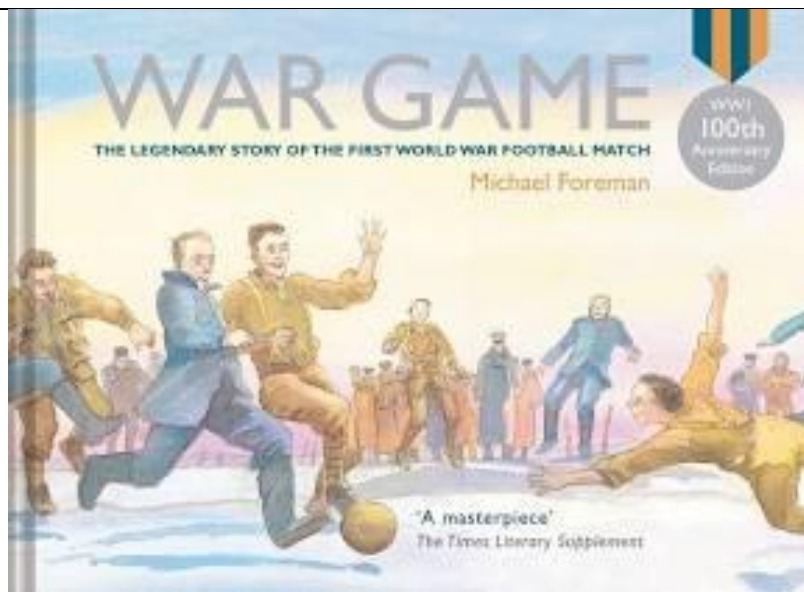
- Use knowledge of morphology to spell some words with prefixes and suffixes from the YR 5-6 spelling appendix.
- Use the full range of spelling rules and conventions from the YR 3-4 spelling appendix, and some from YR 5-6.
- Spell accurately many words from the YR 3-4 word list, and some from the YR 5-6.
- Use knowledge of morphology to spell words with the full range of prefixes and suffixes in the YR 5-6 spelling appendix e.g. pre-, re-, al, -ial.
- Writing is legible and fluent. (Quality may not be maintained at speed.)
- Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.
- Discuss ideas; use the drafting process before and during writing.
- Show some features of correct writing form, using models of similar writing.
- Use paragraphs to organise information around a theme.
- Use a range of devices to link time and place within and across paragraphs e.g. adverbials.
- Use a range of presentational devices, including use of bullet points, tables and columns, to guide the reader.
- Describe characters, settings and plot within narrative writing.
- Evaluate own and others' writing; proof read, edit and revise.
- Write a range of sentence structures which are usually accurate, including relative clauses e.g. using who, that, which; experiment with fronted adverbials.
- Use some of a range of punctuation, mostly accurately, including brackets and dashes; commas for pauses; for lists; hyphens; consistent use of bullet points.
- Use modal verbs e.g. could, should, might, will.
- Choose tense which is usually appropriate.
- Begin to recognise the 'active' and 'passive' voice.
- With guidance, identify the subject and object of a sentence.
- Identify and select synonyms and antonyms.
- Use vocabulary and grammar to suit formal and informal writing, with some success.
- Create expanded noun phrases to convey information and description.
- Use a dictionary and thesaurus with growing confidence, to define words and expand vocabulary.
- Usually conform to Standard English e.g. we, were, they were, I did, those books.

Week 11

Text

Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) 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 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 and evaluate how authors use language, considering the impact on the reader.
- 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

rough
 tough
 enough
 though
 although
 drought
 cough
 thoughtless
 bough
 thoroughly

Grammar and Punctuation objectives

• **Recognising subjunctive forms.**

From the previous step, children will be familiar with the difference between using was and were. They should be able to recognise when 'were' is used in the subjunctive form, or for plural statements of fact. The main focus of this step is to recognise the subjunctive form of action verbs where the verb is in the basic form (without the -s). For example: They insisted that he play the piano. Children should be able to identify action verbs in a sentence and recognise that the subjunctive uses these in sentences when the action is yet to happen Focused Questions - Is were used as a subjunctive in this sentence? Explain why or why not? [for example: 'They were going shopping' is not an example of a sentence in the subjunctive form]. In this sentence, which verb is written in the subjunctive form? Is this sentence in the subjunctive form? How do you know?

• **Using subjunctive form.**

Once children can recognise the subjunctive form of verbs in sentence they can now move on to using them. From prior learning, children should know that were is used when looking at things for wishful thinking, hypothetical statements and unreal situations. In this step, children should be able to use the subjunctive form including were and action verbs (without the -s) to create

sentences of their own and realise how it changes the meaning from factual (is or has happened) to wishful thinking, hypothetical statements and unreal situations. Focused Questions - What action verb is missing in this sentence? Does it need to be in the subjunctive form? How do you know? Change this sentence so it is in the subjunctive form.

Writing Objectives

Ist person recount/final diary entry.

- Use knowledge of morphology to spell some words with prefixes and suffixes from the YR 5-6 spelling appendix.
- Use the full range of spelling rules and conventions from the YR 3-4 spelling appendix, and some from YR 5-6.
- Spell accurately many words from the YR 3-4 word list, and some from the YR 5-6.
- Use knowledge of morphology to spell words with the full range of prefixes and suffixes in the YR 5-6 spelling appendix e.g. pre-, re-, al, -ial.
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- Show some features of correct writing form, using models of similar writing.
- Use paragraphs to organise information around a theme.
- Use a range of devices to link time and place within and across paragraphs e.g. adverbials.
- Sometimes include direct speech to indicate character or event.
- Describe characters, settings and plot within narrative writing.
- Evaluate own and others' writing; proof read, edit and revise.
- Write a range of sentence structures which are usually accurate, including relative clauses e.g. using who, that, which; experiment with fronted adverbials.
- Use some of a range of punctuation, mostly accurately, including brackets and dashes; commas for pauses; for lists; hyphens; consistent use of bullet points.
- Use modal verbs e.g. could, should, might, will.
- Choose tense which is usually appropriate.
- Begin to recognise the 'active' and 'passive' voice.
- With guidance, identify the subject and object of a sentence.
- Use vocabulary and grammar to suit formal and informal writing, with some success.
- Create expanded noun phrases to convey information and description.
- Use a dictionary and thesaurus with growing confidence, to define words and expand vocabulary.
- Usually conform to Standard English e.g. we, were, they were, I did, those books.

Week 12

Text – Non Fiction

Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud.

The Christmas Truce

The First World War began in August 1914 and lasted until November 1918. By December 1914, fighting between the Allies and Germany was the worst it had been.

War at Christmas

When the war first began, many people in Britain believed that it would be 'over by Christmas' but by December 1914, the war was still going on. Soldiers were fighting from ditches and bunkers, and spending all their days and nights in the cold, unhealthy conditions. Many of the soldiers, on both sides, wanted to call a truce on Christmas Day. However, the British Expeditionary Force (BEF) disagreed with this. The BEF even told the Allied soldiers that the Germans were planning an attack on Christmas Eve in the hope that they would continue to fight.

The Christmas Truce

Late on Christmas Eve, the British soldiers heard the German soldiers carol singing. They could also see small fir trees and lanterns lighting up the German trenches.

The middle of the battlefield was known as 'no man's land' and on Christmas Eve, soldiers from both sides met there to sing Christmas carols. The men even gave each other gifts - the British gave chocolate to the German soldiers, and the Germans gave sausages to the British. They also had a funeral service for those soldiers who had died and buried them alongside each other.



Christmas Day

On Christmas Day, a football match was played between German and British troops. This began when a British soldier kicked a football out of his trench. The German soldiers joined in and the match began.

It is reported that Germany won the match 3-2! Because the generals in charge were angry about the truce, at midnight a

flame was lit to signal that the truce was over. Fighting began again.

Although many had hoped the war would be over by Christmas, it continued for another three and a half years. Millions of people were killed during this time.

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) 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 key details that support the main ideas of a text.
- I can identify how structure and presentation contributes to meaning.
- I can discuss and evaluate how authors use language, considering the impact on the reader.
- 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

Revision of key concepts taught/ recap. Possibly introduce passive voice.

Writing Objectives

Newspaper article about the Christmas Truce.

- Use knowledge of morphology to spell some words with prefixes and suffixes from the YR 5-6 spelling appendix.
- Use the full range of spelling rules and conventions from the YR 3-4 spelling appendix, and some from YR 5-6.
- Spell accurately many words from the YR 3-4 word list, and some from the YR 5-6.
- Use knowledge of morphology to spell words with the full range of prefixes and suffixes in the YR 5-6 spelling appendix e.g. pre-, re-, al, -ial.
- Writing is legible and fluent. (Quality may not be maintained at speed.)
- Correct choice is made about whether to join handwriting or print letters e.g. to label a caption.
- Discuss ideas; use the drafting process before and during writing.
- Show some features of correct writing form, using models of similar writing.
- Use paragraphs to organise information around a theme.
- Use a range of devices to link time and place within and across paragraphs e.g. adverbials.

- Use a range of presentational devices, including use of bullet points, tables and columns, to guide the reader.
- Evaluate own and others' writing; proof read, edit and revise.
- Write a range of sentence structures which are usually accurate, including relative clauses e.g. using who, that, which; experiment with fronted adverbials.
- Use some of a range of punctuation, mostly accurately, including brackets and dashes; commas for pauses; for lists; hyphens; consistent use of bullet points.
- Use modal verbs e.g. could, should, might, will.
- Choose tense which is usually appropriate.
- Begin to recognise the 'active' and 'passive' voice.
- Use vocabulary and grammar to suit formal and informal writing, with some success.
- Create expanded noun phrases to convey information and description.
- Use a dictionary and thesaurus with growing confidence, to define words and expand vocabulary.
- Usually conform to Standard English e.g. we, were, they were, I did, those books.

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.

Robinwood follow-up to do on return (fit in where appropriate).

Text – Sir Billy Butlin – Non Fiction

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) 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 explore and explain the meaning of words in context, within age appropriate books.
- I can discuss my understanding of a text, justifying using evidence.

1 Ever been to a Butlin's holiday camp? They are the brainchild of Billy Butlin who was born into entertainment business and has transformed the summer holidays of hundreds of thousands of families.

4 Billy Butlin was born in a fairground caravan in 1899 in Cape Town, South Africa. When Billy was eight, his mother left South Africa and brought him to England where they followed his grandmother's travelling fair. Billy didn't get much schooling but his mother made sure that Billy learned his letters and numbers: showmen needed to be able to handle money and to write adverts for the fair.

9 In 1920, Billy Butlin started his own business as a fairground showman. He was very successful and within a few years was the proud owner of several seaside amusement parks. But he wanted something more. He saw hardworking families come to the seaside and experience boredom and disappointment. Sometimes the places they stayed were dingy, the food was dull and there was little to do in the evening. He began to think about what families needed for a perfect holiday.

15 1936 saw the opening of the first Butlin's Holiday Camp in Skegness. Families flocked to the resort where they had all the amenities of the seaside combined with bright and comfortable accommodation, plenty of good food and a wide variety of evening entertainment. By 1952, there were six Butlin's holiday camps in the UK offering good-value seaside holidays.

19 Sir Billy Butlin died in his home in Jersey in 1980. Although the camps have changed since his death, they still have the same aim to bring 'a little colour and happiness into the lives of hardworking families'.

An extract from the Butlin's website, www.butlins.com

- 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 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 and evaluate how authors use language, considering the impact on the reader.
- 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 revision week

Grammar and Punctuation objectives

Revise those pertinent to the letter to Robinwood – see y6 Criteria.

Writing Objectives

A letter to Robinwood guide thanking them for the experience – what you enjoyed most, what you found most challenging and thanking the guides for their support.

- Use knowledge of morphology to spell some words with prefixes and suffixes from the YR 5-6 spelling appendix.
- Use the full range of spelling rules and conventions from the YR 3-4 spelling appendix, and some from YR 5-6.
- Spell accurately many words from the YR 3-4 word list, and some from the YR 5-6.
- Use knowledge of morphology to spell words with the full range of prefixes and suffixes in the YR 5-6 spelling appendix e.g. pre-, re-, al, -ial.
- Writing is legible and fluent. (Quality may not be maintained at speed.)
- Discuss ideas; use the drafting process before and during writing.
- Show some features of correct writing form, using models of similar writing.
- Use paragraphs to organise information around a theme.
- Use a range of devices to link time and place within and across paragraphs e.g. adverbials.
- Evaluate own and others' writing; proof read, edit and revise.
- Write a range of sentence structures which are usually accurate, including relative clauses e.g. using who, that, which; experiment with fronted adverbials.
- Use some of a range of punctuation, mostly accurately, including brackets and dashes; commas for pauses; for lists; hyphens; consistent use of bullet points.
- Use modal verbs e.g. could, should, might, will.
- Choose tense which is usually appropriate.
- Begin to recognise the 'active' and 'passive' voice.

- Use vocabulary and grammar to suit formal and informal writing, with some success.
- Create expanded noun phrases to convey information and description.
- Use a dictionary and thesaurus with growing confidence, to define words and expand vocabulary.
- Usually conform to Standard English e.g. we, were, they were, I did, those books.

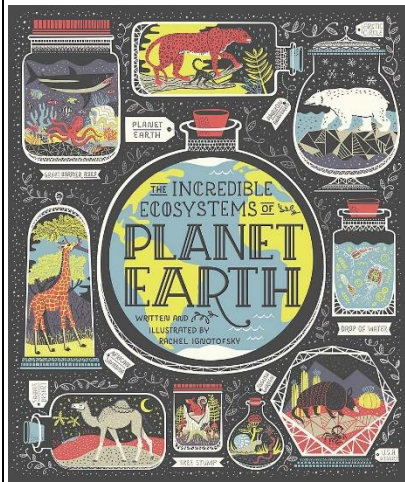
Spring Term

Week 1

Text – Non Fiction

Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) 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 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 discuss and evaluate how authors use language, considering the impact on the reader.
- I can distinguish between statements of fact and opinion.



All about...

Rainforests

What is a Rainforest?
Rainforests are huge forests that have a large amount of precipitation. They are found on all continents of the world apart from Antarctica (due to the temperature). There are two types of rainforest: tropical (in the tropical, warm zone near the Equator) and temperate (in the temperate zone further away from the Equator). Most rainforests are tropical, with tall trees, warm climates and lots of rain. It can rain one inch of rain per day in some! The largest rainforest is the Amazon Rainforest in South America.

Fact File in Numbers

- 2% of the Earth's surface is covered in rainforest.
- 50% of the plants and animals of the world live in rainforests.
- $\frac{1}{3}$ of our fresh water is found in a rainforest in the Amazon Basin.
- $\frac{1}{3}$ of natural medicines have been found in rainforests.
- 70% + of the plants that are used to treat cancer are found only in the tropical rainforests.

The Canopy
The rainforest trees are so close together, that the branches and leaves at the top of the trees touch each other and form what is referred to as 'The Canopy', which acts a bit like a roof for the forest. The canopy can be approximately 20m above the ground. The canopy is hotter and drier during the day than other parts of the rainforest so animals that live there have adapted. Some have long tails in order to communicate in the thick foliage and some are able to jump from tree to tree.

The Forest Floor
This is dark and humid because of the canopy, but still is a very important part of the ecosystem. The floor is where dead animals and plants decompose and all of the nutrients and minerals are recycled. Also, the larger animals are found here including tigers, elephants, tigers and jaguars.

Why are they so important?
Rainforests do a few things that are critical to our life on Earth. One important thing that rainforests do is they use photosynthesis to take in carbon dioxide and make oxygen which we need to breathe and survive. This is why they are called 'The Lungs of the Earth'. They also help keep our weather system stable by absorbing carbon dioxide, creating rainfall and keeping temperature stable. They also affect the water cycle as they hold so much water which condenses into the atmosphere.
So, how can we manage without them?

- 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

Recap Autumn Term

Discrepancy

Heard

Passed

Knowledgeable

Forcible

Preferring

Incredible

Incredibly

Though

although

Grammar and Punctuation objectives

• Using a comma for lists.

As this is a Year 2 objective, this step is optional depending on whether your pupils are confident using commas in lists. From Year 2, children may already know how to use commas in a list. This step will recap the job of a comma and how it is used in a list to separate items. Children should know the term comma, how it differs from a full stop and be able to use it in a list. Children should also understand when not to use a comma, i.e. before the final item which is linked with 'and' instead. Focused Questions - What punctuation marks can you see in this list? What is a comma used for? Where should the commas go in this list?

Writing Objectives

Setting description of the Rainforest.

- Accurately spell some common homophones that are often confused e.g. father, farther, further.
- Use knowledge of morphology to spell words with the full range of prefixes and suffixes in the YR 5-6 spelling appendix e.g. -able, -ible, -ably, -ibly.
- Spell some challenging homophones from the YR 5-6 spelling appendix.
- Spell the majority of words from the YR 5-6 statutory word list.
- Writing is legible and fluent. (Quality may not be maintained at speed.)
- Discuss and develop ideas; routinely use the drafting process before and during writing.
- Adapt form and style to suit purpose and audience; draw appropriate features from models of similar writing.
- Describe characters, settings and atmosphere, with some precision.
- Evaluate own and others' writing; proof read, edit and revise.
- Write a range of sentence structures (simple and complex) including relative clauses e.g. using 'that', 'which'.
- Use a wide range of punctuation including brackets and dashes; commas for pauses; colons and semi-colons for lists; hyphens.
- Use modal verbs to indicate degrees of possibility.
- Maintain correct tense; also control perfect form of verbs e.g. He has collected some shells.
- Understand and use active and passive voice.
- Select vocabulary and grammar to suit formal and informal writing.
- Use vocabulary which is varied, interesting and precise.
- Use a dictionary and thesaurus to define words and expand vocabulary.

Week 2

Text

The Librarian

from A Career in Witchcraft by Kaye Umansky

1 Mr Smike wasn't fond of children. Noisy, ill-mannered little brats with their shrill little voices and grubby little hands. The less he had to do with them, the better. Normally, he would be over in the reference section of the main library, but Miss Jaunty, the children's librarian, had rung in sick and there was nobody else to fill in.

5 He cast a jaundiced eye over the place. Picture books, hah! Cushions, jigsaw puzzles, mobiles, posters, murals, double hah! This wasn't a proper library. It didn't have QUIET notices all over the place. There wasn't even a box marked FINES. Great hordes of schoolchildren had been in and out all day, putting their unwashed fingers all over books. The place had been chock-a-block with chattering mums pushing buggies full of snotty-nosed toddlers who waddled around the place getting underfoot. They treated the place like a hotel. It wasn't his kind of library at all.

12 Oh well. Thankfully, it was nearly closing time. With a bit of luck, the jaunty creature would be back tomorrow dispensing books and smiles and organising poetry competitions and storytelling sessions and whatever else the silly woman did to keep the little monsters happy.

15 Briskly, he gathered up his papers, slipped them into his briefcase and clipped his pen into his breast pocket. He would finish the list of overdue books at home. It would be something to look forward to after supper. Then, if there was time, he would write another of his complaining letters to the local paper. (Mr Smike wrote a lot of complaining letters to newspapers. It was a kind of hobby. He wrote letters about the state of the drains, the surliness of dustmen, the laziness of the unemployed and the trouble with Youth today. If the paper didn't publish them, he wrote and complained about that).

Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) 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 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 and evaluate how authors use language, considering the impact on the reader.
- 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

Endings which sound like
/jəs/ spelt – ious

Vicious
Precious
Conscious
Delicious
Malicious
Suspicious
Gracious
Spacious
Ferocious
luscious

Grammar and Punctuation objectives

Using a colon to introduce a list. Use of semi-colons within lists.

Once children can recognise and use commas in a list, they need to move on to using colons to introduce a list and semicolons within a list. Colons (:) are used in a sentence to indicate that something is about to follow, such as an example, a quotation or a list, e.g. There are four different flavours: chocolate, vanilla, strawberry and mint. Semi-colons (;) are used to join two independent clauses, to separate main clauses or to separate items in a list if the list is made up of longer phrases or adds an explanation which requires a comma. When using semi-colons within a list, you need to include a semi-colon to join the last two items, but still use the word 'and' or 'or'. For example, You will need: a carton of milk; 3 eggs, medium or large; 4 tbsp sugar; and 100g plain flour. Children should be able to use colons and semi-colons accurately in their writing and distinguish between the two. Focused Questions - Which punctuation mark can be used to indicate a list is about to start? Which punctuation mark can be used to separate the items in the list? Explain why a semi-colon is needed here and not a comma.

Writing Objectives

Extended narrative – Bloddon.

- Accurately spell some common homophones that are often confused e.g. father, farther, further.
- Use knowledge of morphology to spell words with the full range of prefixes and suffixes in the YR 5-6 spelling appendix e.g. -able, -ible, -ably, -ibly.
- Spell some challenging homophones from the YR 5-6 spelling appendix.
- Spell the majority of words from the YR 5-6 statutory word list.
- Writing is legible and fluent. (Quality may not be maintained at speed.)
- Discuss and develop ideas; routinely use the drafting process before and during writing.
- Adapt form and style to suit purpose and audience; draw appropriate features from models of similar writing.
- Use paragraphs to develop and expand some ideas in depth; add detail within each paragraph; coverage may not always be even.
- Use a range of devices to link ideas within and across paragraphs e.g. adverbials or repetition of a phrase.
- Integrate dialogue to convey character and advance the action.
- Describe characters, settings and atmosphere, with some precision.
- Evaluate own and others' writing; proof read, edit and revise.
- Write a range of sentence structures (simple and complex) including relative clauses e.g. using 'that', 'which'.
- Use a wide range of punctuation including brackets and dashes; commas for pauses; colons and semi-colons for lists; hyphens; consistent use of bullet points.
- Use modal verbs to indicate degrees of possibility.
- Recognise the subjunctive form.
- Maintain correct tense; also control perfect form of verbs e.g. He has collected some shells.
- Understand and use active and passive voice.
- Identify the subject and object.
- Select vocabulary and grammar to suit formal and informal writing.
- Use vocabulary which is varied, interesting and precise.
- Use a dictionary and thesaurus to define words and expand vocabulary.

Week 3

Text – Poetry

The Countess

Carol Ann Duffy

1 Where can I find seven small girls to be pets,
where can I find them?
One to comb the long grass of my hair
with this golden rake,
one to dig with this copper spade
the dirt from under my nails.
I will pay them in crab-apples.

8 Where can I find seven small girls to help me,
where can I find them?
A third to scrub my tombstone teeth
with this mop in its bronze bucket,
A fourth to scoop out the wax from my ears
with this platinum trowel.
I will pay them in yellow pears.

15 Where can I find seven small girls to be good dears,
where can I find them?
A fifth one to clip the nails of my toes
with these sharp silver shears,
a sixth to blow my enormous nose
with this satin sheet.
I will pay them in plums.

22 But the seventh girl will stand on the palm of my hand,
singing and dancing,
and I will love the tiny music of her voice,
her sweet little jig.
I will pay her in grapes and kumquats and figs.
Where can I find her?
Where can I find seven small girls to be pets?

Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) 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 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 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 and evaluate how authors use language, considering the impact on the reader.
- 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

Endings which sound like

/ʃəl/

official
special
artificial
partial
confidential
essential
initial
financial
commercial
provincial

Grammar and Punctuation objectives

- **Using passive verbs to affect the presentation of information in a sentence.**

Identifying verbs in sentences. This step is optional depending on whether your pupils are confident in identifying verbs in sentences. From previous year groups, children should be able to identify a verb in a sentence and should know that there are different types of verb. Children should know that an action verb describes what a person or an object does, for example: In order to get away, the group sprinted rapidly towards the woods. They should also know that 'to be' is a verb and has different forms, including: be, been, being, is, am, are, was, were. Children should be able to identify a verb in a variety of tenses and positions within a sentence, for example: Sprinting rapidly, the group headed towards the woods. Focused Questions - Which words are verbs in this sentence? What are the different forms of the verb 'to be'?

Recognising the passive verb. From prior learning (and the previous step if used), children should be familiar with identifying verbs within sentences. The main focus of this step is to recognise the passive form of an active verb in a sentence. A 'active' verb follows the usual pattern of subject, verb, object. The passive form is used to change the presentation of a sentence. The person, place or thing that would normally be the object of the active sentence becomes the subject with the use of the past participle of the verb and an auxiliary verb. For example: the active sentence 'I drank your juice

earlier.' changes to the passive sentence 'The juice was drunk earlier (by me).' The object 'juice' becomes the subject; 'drank' becomes the past participle 'drunk'; the auxiliary verb 'was' is added before the past participle. In this example, the subject 'I' is omitted because it is not needed as an object in the second sentence. Focused Questions - Of these sentences, which verb is written in the passive voice? Which is the passive verb? How do you know?

Writing Objectives

Extended narrative – Bloddon.

- Accurately spell some common homophones that are often confused e.g. father, farther, further.
- Use knowledge of morphology to spell words with the full range of prefixes and suffixes in the YR 5-6 spelling appendix e.g. -able, -ible, -ably, -ibly.
- Spell some challenging homophones from the YR 5-6 spelling appendix.
- Spell the majority of words from the YR 5-6 statutory word list.
- Writing is legible and fluent. (Quality may not be maintained at speed.)
- Discuss and develop ideas; routinely use the drafting process before and during writing.
- Adapt form and style to suit purpose and audience; draw appropriate features from models of similar writing.
- Use paragraphs to develop and expand some ideas in depth; add detail within each paragraph; coverage may not always be even.
- Use a range of devices to link ideas within and across paragraphs e.g. adverbials or repetition of a phrase.
- Integrate dialogue to convey character and advance the action.
- Describe characters, settings and atmosphere, with some precision.
- Evaluate own and others' writing; proof read, edit and revise.
- Write a range of sentence structures (simple and complex) including relative clauses e.g. using 'that', 'which'.
- Use a wide range of punctuation including brackets and dashes; commas for pauses; colons and semi-colons for lists; hyphens; consistent use of bullet points.
- Use modal verbs to indicate degrees of possibility.
- Recognise the subjunctive form.
- Maintain correct tense; also control perfect form of verbs e.g. He has collected some shells.
- Understand and use active and passive voice.
- Identify the subject and object.
- Select vocabulary and grammar to suit formal and informal writing.
- Use vocabulary which is varied, interesting and precise.
- Use a dictionary and thesaurus to define words and expand vocabulary.

Week 4

Text - Testbase

Treasure Island

About the book

Treasure Island, written by Robert Louis Stevenson, was first published in 1883 as a serial in a children's magazine. It has an exciting plot with many twists and turns, originally designed to encourage readers to buy the next issue of the magazine.

We had made a great deal of way during the night, and were now lying becalmed about half a mile to the south-east of Treasure Island. Grey-coloured woods covered a large part of the surface. This even tint was broken up by streaks of yellow sand in the lower lands, and by many tall trees of the pine family, out-topping the others – some singly, some in clumps; but the general colouring was uniform and sad. The hills ran up clear above the vegetation in spires of naked rock. All were strangely shaped, and the Spy-glass, which was the tallest rock on the island, was likewise the strangest in shape, running up sheer from almost every side, and then suddenly cut off at the top like a pedestal to put a statue on.

The Hispaniola was rolling under in the ocean swell. The mast was creaking, the rudder was banging to and fro, and the whole ship moaning, groaning and jumping like a factory. I had to cling tight to the ropes, and the world turned giddily before my eyes; for though I was a good enough sailor when there was way on, this standing still and being rolled about like a bottle was a thing I never learned to bear, without a qualm or two, on an empty stomach.

Perhaps it was this; perhaps it was the look of the island with its grey, melancholy woods, and wild stone spires and the surf that we could both see and hear foaming and thundering on the steep beach – and you would have thought anyone would have been glad to get to land after being so long at sea – but my heart sank into my boots; and from that first look onward, I hated the very thought of Treasure Island.

Treasure Island is referred to in another well-known children's book, *Swallows and Amazons* (published in 1930) and also in the film, *Pirates of the Caribbean* (2003). In 2012 *Silver*, a sequel to *Treasure Island* written by the poet Andrew Motion, was published.

There are more film versions of *Treasure Island* than any other classic novel. There have also been television and radio productions and even, in 2009, a computer game.

The story of *Treasure Island* starts with a young boy, named Jim Hawkins, finding a map showing the location of buried treasure on a remote island. He tells Trelawney, who buys a ship (the *Hispaniola*), and they set sail in search of the treasure, with Jim on board as ship's boy. During the voyage, they discover that some of the crew are also secretly after the

Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) 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 discuss and evaluate how authors use language, considering the impact on the reader.
- 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

Correspond
Awkward
Achieve
Embarrass
Profession
Sacrifice
Harass
Aggressive
Definite
queue

Grammar and Punctuation objectives

- **Using passive verbs to affect the presentation of information in a sentence.**
Using the passive verb. Once children can recognise the passive form of an active verb in a sentence they can begin using it in their writing. In this step, children will learn to use the passive form to change an active sentence to a passive one, and create sentences of their own. Children should be able to explain how the passive form of an active verb changes the subject and object in the sentence, and how an active sentence contrasts with the passive version. Focused Questions - What passive verb is missing in this sentence? How do you know? Change this sentence so it is in the passive form. Change this sentence from passive to active.

Writing Objectives

Extended narrative – Bloddon.

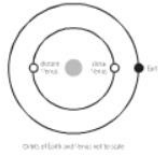
- Accurately spell some common homophones that are often confused e.g. father, farther, further.
- Use knowledge of morphology to spell words with the full range of prefixes and suffixes in the YR 5-6 spelling appendix e.g. -able, -ible, -ably, -ibly.
- Spell some challenging homophones from the YR 5-6 spelling appendix.
- Spell the majority of words from the YR 5-6 statutory word list.
- Writing is legible and fluent. (Quality may not be maintained at speed.)
- Discuss and develop ideas; routinely use the drafting process before and during writing.
- Adapt form and style to suit purpose and audience; draw appropriate features from models of similar writing.
- Use paragraphs to develop and expand some ideas in depth; add detail within each paragraph; coverage may not always be even.
- Use a range of devices to link ideas within and across paragraphs e.g. adverbials or repetition of a phrase.
- Integrate dialogue to convey character and advance the action.
- Describe characters, settings and atmosphere, with some precision.
- Evaluate own and others' writing; proof read, edit and revise.
- Write a range of sentence structures (simple and complex) including relative clauses e.g. using 'that', 'which'.
- Use a wide range of punctuation including brackets and dashes; commas for pauses; colons and semi-colons for lists; hyphens; consistent use of bullet points.
- Use modal verbs to indicate degrees of possibility.
- Recognise the subjunctive form.
- Maintain correct tense; also control perfect form of verbs e.g. He has collected some shells.
- Understand and use active and passive voice.
- Select vocabulary and grammar to suit formal and informal writing.
- Use vocabulary which is varied, interesting and precise.
- Use a dictionary and thesaurus to define words and expand vocabulary.

Week 5

Text – Non Fiction

Will Terrans Ever Colonise Venus?

- ¹ Venus, the second planet from the Sun, is called after the Roman goddess of love and beauty. Venus is easily seen from Earth with the naked eye; apart from the moon it is the brightest natural object in the night sky. Venus reaches its maximum brightness shortly before sunrise or after sunset, which accounts for ancient cultures calling it both the Morning Star and the Evening Star.
- ⁴ **Orbit**
- ⁷ Venus is closer to the Sun than Earth and its orbit is inside that of Earth.
- ⁹ When Venus is on the same side of the Sun as Earth, the planets are 42 million kilometres apart, but when they are on opposite sides of the Sun there are 258 million kilometres between the planets.
- ¹¹ Because Venus is closer to the Sun than the Earth, a Venusian year lasts for 225 days compared with the 365 days in the Earth year. As Earth orbits, it also spins from west to east – in the same direction in which it is travelling around the Sun. Venus, although it travels around the Sun in the same direction as Earth, spins in the opposite direction (from east to west).
- ¹³ **Geography**
- ¹⁵ About 80% of Venus's surface is a dry desert of smooth volcanic plains; the rest of the surface being two higher continents. The northern continent – at the northern pole of the planet – is about the size of Australia and is known as *Ishtar Terra*; the southern continent is closer to the size of South America and is called *Aphrodite Terra* (after Aphrodite, the Greek goddess of love).
- ²⁴ **Climate**
- ²⁵ It is believed that billions of years ago Venus had a climate very similar to Earth's. Studies have suggested that there were even oceans on the surface of the planet. However, more than 600 million years ago, Venus suffered a 'greenhouse' effect which raised the temperature of the planet and caused the oceans to evaporate. Today, Venus is the hottest planet in the solar system, with temperatures in excess of 735°C. This creates an insurmountable obstacle to the idea that Terrans might ever live here.



Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) 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 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 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

Homophones – words that are confused.

Descent
Dissent
Desert
Dessert
Draft
Draught
Principal
Principle
Profit
prophet

Grammar and Punctuation objectives

- **Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.**
- Recognising Formal and Informal Writing.** Children may be familiar with different styles of writing from different text types such as fiction, newspaper articles and letters. However, some children may have had less exposure to formal genres and may be less familiar with this style of writing. In this step, children should recognise and identify the differences in structure, layout and language between formal and informal texts. Whether a text is formal or informal depends on the genre, purpose and audience that the piece is intended for. These are the factors which then influence the vocabulary and structure used. Formal genres such as formal letters, information texts and newspaper articles have a common layout structure to follow. For example: Newspaper articles are set out in columns with headlines; formal letters include the address at the top; information texts include sub-headings. Each formal style has language appropriate to the subject and may include factual language, sophisticated vocabulary, jargon and a formal tone. Informal writing may use a more relaxed style which may include colloquial language and slang. Focused Questions - Is this formal or informal? How do you know?
- **The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter].**
- Subjunctive Form in Formal Speech and Writing.** From the previous step, children should now already be familiar with formal and informal speech and writing and be able to recognise the

appropriate vocabulary to use in those situations. In this step, children will recap the subjunctive form which was covered in Autumn Block 4 and link this to formal writing. In Autumn Block 4, children were introduced to the subjunctive form where 'were' is used in sentences for wishful thinking, hypothetical statements and unreal situations, for example: I wish I were older (wishful); If I were a teacher, I would... (hypothetical); Sally acts as if she were the boss (unreal). Children should know that using the subjunctive form were in the above ways usually indicates formal writing. The subjunctive form can be recognised due to its use of be and were, rather than the more commonly used am, are, is or was. The use of the subjunctive indicates formal writing by changing the tone of a sentence. Focused Questions - How does the use of the subjunctive change the tone of this sentence? Is this written in the subjunctive style?

Writing Objectives

Extended narrative – Bloddon.

- Accurately spell some common homophones that are often confused e.g. father, farther, further.
- Use knowledge of morphology to spell words with the full range of prefixes and suffixes in the YR 5-6 spelling appendix e.g. -able, -ible, -ably, -ibly.
- Spell some challenging homophones from the YR 5-6 spelling appendix.
- Spell the majority of words from the YR 5-6 statutory word list.
- Writing is legible and fluent. (Quality may not be maintained at speed.)
- Discuss and develop ideas; routinely use the drafting process before and during writing.
- Adapt form and style to suit purpose and audience; draw appropriate features from models of similar writing.
- Use paragraphs to develop and expand some ideas in depth; add detail within each paragraph; coverage may not always be even.
- Use a range of devices to link ideas within and across paragraphs e.g. adverbials or repetition of a phrase.
- Integrate dialogue to convey character and advance the action.
- Describe characters, settings and atmosphere, with some precision.
- Evaluate own and others' writing; proof read, edit and revise.
- Write a range of sentence structures (simple and complex) including relative clauses e.g. using 'that', 'which'.
- Use a wide range of punctuation including brackets and dashes; commas for pauses; colons and semi-colons for lists; hyphens; consistent use of bullet points.
- Use modal verbs to indicate degrees of possibility.
- Recognise the subjunctive form.
- Maintain correct tense; also control perfect form of verbs e.g. He has collected some shells.
- Understand and use active and passive voice.
- Select vocabulary and grammar to suit formal and informal writing.
- Use vocabulary which is varied, interesting and precise.
- Use a dictionary and thesaurus to define words and expand vocabulary.

Week 6

Text

All Summer in a Day

Ray Bradbury

- 1 'Ready?'
'Ready.'
'Now?'
'Soon?'
'Do the scientists really know? Will it happen today? Will it?'
'Look, look; see for yourself.'
- 7 The children pressed to each other like so many roses, so many weeds, intermixed, peering out for a look at the hidden sun.
- 9 It rained.
- 16 It had been raining for seven years; thousands upon thousands of days compounded and filled from one end to the other with rain, with the drum and gush of water, with the sweet crystal fall of showers and the concussion of storms so heavy they were tidal waves come over the islands. A thousand forests had been crushed under the rain and grown up a thousand times to be crushed again. And this was the way life was forever on the planet of Venus, and this was the schoolroom of the children of the rocket men and women who had come to a raining world to set up civilisation and live out their lives.
- 17 'It's stopping, it's stopping!'
'Yes, yes!'
- 18 Margot stood apart from them, from these children who could never remember a time when there wasn't rain and rain and rain. They were all nine years old, and if there had been a day, seven years ago, when the sun came out for an hour and showed its face to the stunned world, they could not recall. Sometimes, at night, she heard them stir, in remembrance, and she knew they were dreaming and remembering gold, or a yellow crayon, or a coin large enough to buy the world with. She knew that they thought they remembered a warmth, like a blushing in the face, in the body, in the arms and legs and trembling hands. But then they always woke to the tating drum, the endless shaking down of clear bead necklaces upon the roof, the walk, the gardens, the forest, and their dreams were gone.

Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) 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 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 discuss and evaluate how authors use language, considering the impact on the reader.
- 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

• **The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech].**

Question Tags in Informal Speech and Writing. In the previous steps, children have looked at the differences in language and structure in formal and informal texts as well as the use of the subjunctive form in formal writing. In this step, children will be introduced to question tags in informal speech and writing. Question tags are short questions which are added on to a sentence. For example: It's freezing today, isn't it? They are commonly used to ask for agreement or to check if a statement is true. Question tags are common in informal speech and writing and usually use the contracted form of a word. For example: isn't instead of is not. If the main part of the sentence includes an auxiliary verb, the question then repeats this. For example: She can't see me, can she? If the main part of the sentence does not include an auxiliary verb, the verb 'do' is used in the question tag. For example: You like this show, don't you? Focused Questions - Can you add a question tag to this sentence?

• **Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.**

Formal and Informal Vocabulary. Now that children are familiar with some of the different features of formal and informal speech and writing, they can move on to looking at formal and informal vocabulary. Children should be familiar with examples of formal and informal tone and vocabulary from their previous exposure to different genres of writing. Informal vocabulary includes the use of shortened forms of words e.g. 'cos/because, slang e.g. epic fail- a large failure and colloquialisms e.g. fella, dude. Formal vocabulary is sophisticated, fact-based and includes the full and formal versions of all words. Depending on the intended audience, vocabulary can be scientific and specialist to the subject being written about. Sentences with the same meaning can be written in both a formal and informal manner by the omission or addition of appropriate words. For example: Can you try this? versus May I suggest that you try this please? Focused Questions - Is this formal or informal? How do you know? Change this sentence from formal to informal.

Writing Objectives

Setting description of Zennor Head – The Giant’s Necklace.

- Accurately spell some common homophones that are often confused e.g. father, farther, further.
- Use knowledge of morphology to spell words with the full range of prefixes and suffixes in the YR 5-6 spelling appendix e.g. -able, -ible, -ably, -ibly.
- Spell some challenging homophones from the YR 5-6 spelling appendix.
- Spell the majority of words from the YR 5-6 statutory word list.
- Writing is legible and fluent. (Quality may not be maintained at speed.)
- Discuss and develop ideas; routinely use the drafting process before and during writing.
- Adapt form and style to suit purpose and audience; draw appropriate features from models of similar writing.
- Use paragraphs to develop and expand some ideas in depth; add detail within each paragraph; coverage may not always be even.
- Use a range of devices to link ideas within and across paragraphs e.g. adverbials or repetition of a phrase.
- Describe characters, settings and atmosphere, with some precision.
- Evaluate own and others’ writing; proof read, edit and revise.
- Write a range of sentence structures (simple and complex) including relative clauses e.g. using ‘that’, ‘which’.
- Use a wide range of punctuation including brackets and dashes; commas for pauses; colons and semi-colons for lists; hyphens; consistent use of bullet points.
- Use modal verbs to indicate degrees of possibility.
- Recognise the subjunctive form.
- Maintain correct tense; also control perfect form of verbs e.g. He has collected some shells.
- Understand and use active and passive voice.
- Select vocabulary and grammar to suit formal and informal writing.

- Use vocabulary which is varied, interesting and precise.
- Use a dictionary and thesaurus to define words and expand vocabulary.

Week 7

Text – Non Fiction Testbase

the home of the future – built from waste – dirt cheap to run

The Earthship



The Earthship is the home of the future and it can help save the future of our planet. How? Earthships are built using recycled materials, especially old car tyres. Every year, there are 48 million used tyres in Britain that have to be thrown away. They are either buried in tips or burnt, creating greenhouse gases. The growing mountain of car tyres is a huge environmental concern. But now, in the building of Earthship homes, one problem can be used to solve another. The mountain of old tyres can provide homes for people who need them.

Old bottles, reclaimed wood and other waste materials are also used in the construction of these homes. And that's not all – another important advantage of Earthships is that they cost almost nothing to run.

The Earthship is a house that

takes heat from the sun so your heating bills are very small

maintains a comfortable living temperature: neither too hot, nor too cold

makes electricity from sun and wind

collects its own water from rain so you never have to pay water bills

disposes of all waste.

A happy customer of a two-bedroom Earthship wrote:

"The lowest temperature in my house was 21°C and the highest 24°C. The total energy bill for the year was only £25."

A builder said:

"These walls will still be here in 800 years' time – that's how long rubber tyres last. My daughter's children will be able to come and see what I've done long after I'm gone."



Cozy bedroom
Mike Reynolds, the man who first brought up this new eco-house, called it The Earthship because it is designed to be a home that will 'survive' into the future.
For more information and how to contact us, go to www.earthship.com

Sunny living room

Tyres make the perfect building material. They are packed with earth, stacked like bricks and plastered.

Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) 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 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, considering the impact on the reader.
- 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 with silent letters

Fasten
Hasten
Glisten
Moisten
Nestle
Thistle
Whistle
Wrestle
Bustle
soften

Grammar and Punctuation objectives

•Using Formal and Informal Vocabulary and Structures.

Now that children are familiar with recognising the language and structures of formal and informal speech and writing, they should begin using these in their own writing. In this step, children will consolidate what they have learnt in this block by beginning to use formal and informal vocabulary and structures. Focused Questions - Can you rewrite this sentence in the style of a newspaper report? Is your sentence formal or informal? What features have you used?

Writing Objectives

Post card home from Zennor Head (informal) – The Giant’s Necklace.

- Accurately spell some common homophones that are often confused e.g. father, farther, further.
- Use knowledge of morphology to spell words with the full range of prefixes and suffixes in the YR 5-6 spelling appendix e.g. -able, -ible, -ably, -ibly.
- Spell some challenging homophones from the YR 5-6 spelling appendix.
- Spell the majority of words from the YR 5-6 statutory word list.
- Writing is legible and fluent. (Quality may not be maintained at speed.)
- Discuss and develop ideas; routinely use the drafting process before and during writing.
- Adapt form and style to suit purpose and audience; draw appropriate features from models of similar writing.
- Use paragraphs to develop and expand some ideas in depth; add detail within each paragraph; coverage may not always be even.
- Use a range of devices to link ideas within and across paragraphs e.g. adverbials or repetition of a phrase.
- Describe characters, settings and atmosphere, with some precision.
- Evaluate own and others’ writing; proof read, edit and revise.
- Write a range of sentence structures (simple and complex) including relative clauses e.g. using ‘that’, ‘which’.
- Use a wide range of punctuation including brackets and dashes; commas for pauses; colons and semi-colons for lists; hyphens; consistent use of bullet points.
- Use modal verbs to indicate degrees of possibility.
- Recognise the subjunctive form.
- Maintain correct tense; also control perfect form of verbs e.g. He has collected some shells.
- Understand and use active and passive voice.
- Select vocabulary and grammar to suit formal and informal writing.
- Use vocabulary which is varied, interesting and precise.
- Use a dictionary and thesaurus to define words and expand vocabulary.

Text – Poetry – Testbase

Giants

How would you like it –
 Supposing that you were a snail,
 And your eyes grew out on threads,
 Gentle, and small, and frail –
 If an enormous creature,
 Reaching almost up to the distant skies,
 Leaned down, and with his great finger touched
 Your eyes
 Just for the fun
 Of seeing you snatch them suddenly in
 And cower, quivering back
 Into your piteful shell, so brittle and thin?
 Would you think it was fun then?
 Would you think it was fun?

And how would you like it,
 Supposing you were a frog,
 An emerald scrap with a pale, trembling throat
 In a cool and shadowed bog,
 If a tremendous monster,
 Tall, tall, so that his head seemed lost in the mist,
 Leaned over, and clutched you up in his great fist
 Just for the joy
 Of watching you jump, scramble, tumble, fall,
 In graceless, shivering dread,
 Back into the trampled reeds that were grown so tall?
 Would you think it a joy then?
 Would you think it a joy?

Lydia Pender

Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) 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 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 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 and evaluate how authors use language, considering the impact on the reader.
- 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 -ent, ence,-ency

- Innocent
- Innocence
- Decent
- Decency
- Frequent
- Frequency
- Confidence
- Obedience
- Independent
- independence

Grammar and Punctuation objectives

- **Identifying Clauses.** Children should be familiar with main and subordinate clauses, and be able to identify them within sentences. This is a consolidation step recapping the identification of clauses. Children should know that a main clause contains a subject and a verb, and makes sense on its own. For example: The dog ran away. The dog is the subject of the sentence and ‘ran’ is the verb. A subordinate clause also contains a subject and a verb, but does not make sense on its own. A subordinate clause is therefore dependent upon a main clause for it to make sense. For example: The dog ran away because it was scared. In this step, children will identify main and subordinate clauses within sentences, using their knowledge of clause structure. Focused Questions - Underline the subordinate clause. Which is the main clause? How do you know?
- **Using semi-colons to mark boundaries between independent clauses.** Some children may be familiar with semi colons from books that they have read, but may not know how to use them accurately. Semi colons are used to mark the boundary between main clauses which are closely related to one another. For example: The rain hammered on the roof; it dripped loudly from the gutter. Remind children that the clause which follows the semi colon does not require a capital letter. Focused Questions - Where should the semi colon be in this sentence? How do you know?

Writing Objectives

Newspaper Article – The Giant’s Necklace.

- Accurately spell some common homophones that are often confused e.g. father, farther, further.
- Use knowledge of morphology to spell words with the full range of prefixes and suffixes in the YR 5-6 spelling appendix e.g. -able, -ible, -ably, -ibly.
- Spell some challenging homophones from the YR 5-6 spelling appendix.
- Spell the majority of words from the YR 5-6 statutory word list.
- Writing is legible and fluent. (Quality may not be maintained at speed.)
- Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.
- Discuss and develop ideas; routinely use the drafting process before and during writing.
- Adapt form and style to suit purpose and audience; draw appropriate features from models of similar writing.
- Use paragraphs to develop and expand some ideas in depth; add detail within each paragraph; coverage may not always be even.
- Use a range of devices to link ideas within and across paragraphs e.g. adverbials or repetition of a phrase.
- Use a range of presentational devices, including use of bullet points, tables and columns, to guide the reader.
- Integrate dialogue to convey character and advance the action.
- Describe characters, settings and atmosphere, with some precision.
- Evaluate own and others’ writing; proof read, edit and revise.
- Write a range of sentence structures (simple and complex) including relative clauses e.g. using ‘that’, ‘which’.
- Use a wide range of punctuation including brackets and dashes; commas for pauses; colons and semi-colons for lists; hyphens; consistent use of bullet points.
- Use modal verbs to indicate degrees of possibility.
- Recognise the subjunctive form.
- Maintain correct tense; also control perfect form of verbs e.g. He has collected some shells.
- Understand and use active and passive voice.
- Select vocabulary and grammar to suit formal and informal writing.
- Use vocabulary which is varied, interesting and precise.
- Use a dictionary and thesaurus to define words and expand vocabulary.

Text – Biography - Testbase

Evelyn Glennie autobiography

Evelyn Glennie is a well-known musician who plays many different percussion instruments. She published her autobiography, *Good Vibrations*, in 1991. These are extracts, adapted from her book. Here, Evelyn describes how she first became inspired to take up percussion instruments and how she 'hears' music, even though she is deaf.

People often ask me why I decided to take up percussion. It's difficult to say why exactly. I always knew that I wanted to be a musician, but my enthusiasm for percussion may have dated back to the time in my childhood when I went to a local competition and saw Isabel, a young girl, playing the xylophone. 'She was brilliant, just amazing, and I thought, 'I didn't realise a xylophone could do this.' Once I went to secondary school I found there were many more percussion instruments to discover, which may be why I was so determined to try them.

I remember going through to the percussion room. It was tiny, with one window, and what I saw was a xylophone, a couple of hand-tuned timpani (often known as kettle drums), a drum kit, an upright piano, books and papers stacked in heaps, a great long cupboard for more papers, and bits of instruments everywhere; the room was so small and so crowded that I could hardly move.



xylophone



timpani

Mr Forbes, my teacher, told me to play some notes on the xylophone. You can usually tell when you test someone like this whether they have natural ability simply by the way they handle the sticks. I'd never used sticks before but I picked them up and played with no stiffness or awkwardness.

I know how music sounds by what I feel. I can sense musical sound through my feet and lower body, and also through my hands. I can

Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) 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 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, considering the impact on the reader.
- 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

Double consonant

Necessary
Immediate
Marvellous
Profession
Programme
Recommend
Sufficient
Suggest
Collection
channel

Grammar and Punctuation objectives

• Using colons to mark boundaries between independent clauses.

Once children are able to use semi colons accurately, they can move on to using colons. A colon is used to connect a main clause with a clause, phrase or word. Colons can be used to provide an explanation, add emphasis, introduce a quote or indicate a title (outlined below). A colon can be used after a main clause to show that what comes next is an explanation of it. Both clauses must be independent. For example: She knew what she had to do: it was time to be brave. To emphasise a point, a colon can be used to cause the reader to pause. For example: He could only think of one thing: chocolate. A colon can also be used to introduce a quote where the exact words are repeated. For example: She was quoted in the article: "I knew I just had to be brave." Literature, film, music or art titles sometimes include a colon where they have a subtitle following the main title. For example: Football: A Striker's Guide to Scoring Goals. Focused Questions - Is this colon used correctly? Add a colon to this sentence to mark the boundary between independent clauses.

• Using dashes to mark boundaries between independent clauses.

In the previous step, children learned to use colons to mark the boundary between independent clauses. This step covers the use of dashes to mark the boundary between independent clauses, indicate interruptions, add extra information, show stammering in direct speech, and for ranges. In informal writing, dashes can be used instead of a colon to mark the boundary between independent clauses. For example: I just love chocolate- I can't go a day without any. Dashes can also be used to indicate extra information or interruptions. The text within or after the dash does not make sense on

its own. For example: The bus – by all accounts – was supposed to arrive at 12.15. The extra information or interruption can be at the beginning, end or middle of the sentence. When used within direct speech, dashes show that a speaker is stammering. For example: “I c – can’t seem to g – get inside!” A dash can also be used when writing a range of numbers, dates, pages etc. For example: You should arrive 5 – 10 minutes prior to your appointment. Focused Questions - Add a pair of dashes to show extra information in this sentence. Is this dash in the correct place in this sentence?

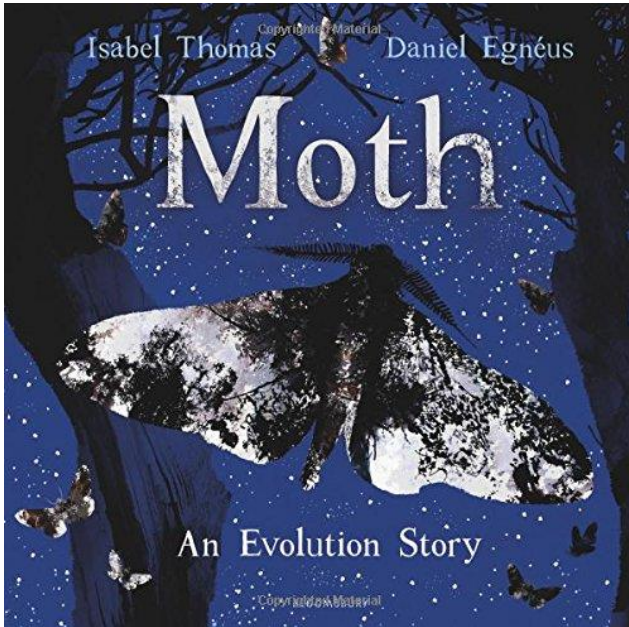
Writing Objectives

Write a biography about Edward Jenner and his discovery.

- Accurately spell some common homophones that are often confused e.g. father, farther, further.
- Use knowledge of morphology to spell words with the full range of prefixes and suffixes in the YR 5-6 spelling appendix e.g. -able, -ible, -ably, -ibly.
- Spell some challenging homophones from the YR 5-6 spelling appendix.
- Spell the majority of words from the YR 5-6 statutory word list.
- Writing is legible and fluent. (Quality may not be maintained at speed.)
- Discuss and develop ideas; routinely use the drafting process before and during writing.
- Adapt form and style to suit purpose and audience; draw appropriate features from models of similar writing.
- Use paragraphs to develop and expand some ideas in depth; add detail within each paragraph; coverage may not always be even.
- Use a range of devices to link ideas within and across paragraphs e.g. adverbials or repetition of a phrase.
- Use a range of presentational devices, including use of bullet points, tables and columns, to guide the reader.
- Evaluate own and others’ writing; proof read, edit and revise.
- Write a range of sentence structures (simple and complex) including relative clauses e.g. using ‘that’, ‘which’.
- Use a wide range of punctuation including brackets and dashes; commas for pauses; colons and semi-colons for lists; hyphens; consistent use of bullet points.
- Use modal verbs to indicate degrees of possibility.
- Recognise the subjunctive form.
- Maintain correct tense; also control perfect form of verbs e.g. He has collected some shells.
- Understand and use active and passive voice.
- Select vocabulary and grammar to suit formal and informal writing.
- Use vocabulary which is varied, interesting and precise.
- Use a dictionary and thesaurus to define words and expand vocabulary.

Week 10

Text



Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) 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 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 discuss and evaluate how authors use language, considering the impact on the reader.
- 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

- Nuisance
- Language
- Secretary
- Restaurant
- Communicate
- Government
- Controversy
- Determined
- Accommodate
- signature

Grammar and Punctuation objectives

•Using Punctuation to Mark Boundaries.

Following on from previous steps, this step looks at consolidating the use of semi-colons, colons and dashes to mark boundaries. Children should be given the opportunity to write their own sentences which include the correct use of semi-colons, colons and dashes, as well as identifying where punctuation is missing or has been used incorrectly. Focused Questions - Is this sentence punctuated correctly? Change this sentence so that it contains a semi-colon.

Writing Objectives

Persuasive writing – Save the Rainforest and stop deforestation.

- Accurately spell some common homophones that are often confused e.g. father, farther, further.

- Use knowledge of morphology to spell words with the full range of prefixes and suffixes in the YR 5-6 spelling appendix e.g. -able, -ible, -ably, -ibly.
- Spell some challenging homophones from the YR 5-6 spelling appendix.
- Spell the majority of words from the YR 5-6 statutory word list.
- Writing is legible and fluent. (Quality may not be maintained at speed.)
- Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.
- Discuss and develop ideas; routinely use the drafting process before and during writing.
- Adapt form and style to suit purpose and audience; draw appropriate features from models of similar writing.
- Use paragraphs to develop and expand some ideas in depth; add detail within each paragraph; coverage may not always be even.
- Use a range of devices to link ideas within and across paragraphs e.g. adverbials or repetition of a phrase.
- Use a range of presentational devices, including use of bullet points, tables and columns, to guide the reader.
- Evaluate own and others' writing; proof read, edit and revise.
- Write a range of sentence structures (simple and complex) including relative clauses e.g. using 'that', 'which'.
- Use a wide range of punctuation including brackets and dashes; commas for pauses; colons and semi-colons for lists; hyphens; consistent use of bullet points.
- Use modal verbs to indicate degrees of possibility.
- Recognise the subjunctive form.
- Maintain correct tense; also control perfect form of verbs e.g. He has collected some shells.
- Understand and use active and passive voice.
- Select vocabulary and grammar to suit formal and informal writing.
- Use vocabulary which is varied, interesting and precise.
- Use a dictionary and thesaurus to define words and expand vocabulary.

Week 11

Text – Non Fiction - Testbase

Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) to understand the meaning of new words that I meet.

Space Tourism

In 1969, a man walked on the Moon for the first time. After this, many people thought that space travel would be available by the year 2000 and that we would all be space tourists. However, here we are in 2015 and space tourism is still an impossible dream for most of us. It is a reality for only a very few, very rich, people.

How would you get to your space hotel?

In the future there may be hotels in space for all the tourists. It wouldn't take long for the space shuttle to get out of the Earth's atmosphere. Then, without Earth's gravity, you would become weightless. Arrival at the hotel would be like an aeroplane parking at an airport but you would leave the cabin floating along the access tube, holding on to a cable.

Fact: The Russian Space Agency offers flights on board a spacecraft to the International Space Station (ISS), where people can stay. The ISS was built in 1998 and is so big that it can be seen from Earth. Tickets to the ISS are very limited.

What would a space holiday be like?

Once in the hotel, you could admire the unique views of Earth and space and enjoy the endless entertainment of being weightless – and there would always be the possibility of a space-walk.



Fact: The first tourist in space was Dennis Tito in 2001. His trip cost him around £14 million.

- 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 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 and evaluate how authors use language, considering the impact on the reader.
- 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 ance

Observance
Tolerance
Substance
Assistance
Resistance
Significance
Reluctance
Importance
Appearance
annoyance

Grammar and Punctuation objectives

- **Using hyphens to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover].**

Recognising Hyphens to Avoid Ambiguity. Hyphens can be used to join or separate words or parts of words, or to avoid ambiguity. Hyphens are sometimes necessary in words with prefixes in order to avoid confusion with words spelt in a similar way, for example: re-formed and reformed. Where a prefix ends with a vowel and the root word also begins with a vowel, a hyphen is used to avoid two vowels sitting next to each other, such as co-operate. In this step, children will identify hyphens and recognise the different meanings that can be conveyed in words and sentences with or without a hyphen, for example: man eating shark versus man-eating shark. Focused Questions - What are the different meanings in this sentence when the hyphen is used or not used? Does the meaning of the word change when you remove the hyphen? Explain how.

Using Hyphens to Avoid Ambiguity. Once children are able to identify how hyphens are used, they can begin to use hyphens within their own writing and understand that using or omitting a hyphen can convey a different meaning in a sentence, for example: man eating shark and man-eating shark. This step will also look at how hyphens can be used like commas to change the meanings of sentences. Focused Questions - Choose two words from the word bank which could be hyphenated to convey a different meaning, for example: twenty pound notes and twenty-pound notes. Choose where to position a hyphen in the sentence to change the meaning.

Writing Objectives

Writing from a different perspective – The Hobbit.

- Accurately spell some common homophones that are often confused e.g. father, farther, further.
- Use knowledge of morphology to spell words with the full range of prefixes and suffixes in the YR 5-6 spelling appendix e.g. -able, -ible, -ably, -ibly.
- Spell some challenging homophones from the YR 5-6 spelling appendix.
- Spell the majority of words from the YR 5-6 statutory word list.
- Writing is legible and fluent. (Quality may not be maintained at speed.)
- Discuss and develop ideas; routinely use the drafting process before and during writing.
- Adapt form and style to suit purpose and audience; draw appropriate features from models of similar writing.
- Use paragraphs to develop and expand some ideas in depth; add detail within each paragraph; coverage may not always be even.
- Use a range of devices to link ideas within and across paragraphs e.g. adverbials or repetition of a phrase.
- Integrate dialogue to convey character and advance the action.
- Describe characters, settings and atmosphere, with some precision.
- Evaluate own and others' writing; proof read, edit and revise.
- Write a range of sentence structures (simple and complex) including relative clauses e.g. using 'that', 'which'.
- Use a wide range of punctuation including brackets and dashes; commas for pauses; colons and semi-colons for lists; hyphens; consistent use of bullet points.
- Use modal verbs to indicate degrees of possibility.
- Recognise the subjunctive form.
- Maintain correct tense; also control perfect form of verbs e.g. He has collected some shells.
- Understand and use active and passive voice.
- Select vocabulary and grammar to suit formal and informal writing.
- Use vocabulary which is varied, interesting and precise.
- Use a dictionary and thesaurus to define words and expand vocabulary.

Text



Charlie Small

Charlie Small is a young boy who has had lots of amazing adventures.

Meet Charlie Small!

When Charlie Small was eight years old he just popped out to go exploring and something strange happened to him. Since then he has never got any older (he is still eight years old!) but he has had lots of different adventures, helped by his friend, the inventor, Jakeman.

We recently caught up with Charlie and asked him some questions.

Tell us about some of your adventures.

I've travelled in space, been King of Gorillas, joined a gang of cut-throat pirates and lots more.

What was your most exciting adventure?

The Mummy's Tomb, when I got chased by a smoke demon.

What are your favourite pastimes?

Riding my hover-scooter, swinging through trees and battling to defeat my arch enemy Joseph Craik.

What other languages can you speak, apart from Gorilla?

I can speak a little bit of Mole. I can understand the howls of Braemar the White Wolf and I can speak Chimp too.



Joseph Craik

When will you return home?

I am still trying to get back home, but until I do, I'm going to keep a diary for each of my adventures. Meanwhile, mum is still expecting me back for tea...

Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) 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 identify how language contributes to meaning.
- I can discuss and evaluate how authors use language, including figurative language.
- I can discuss and evaluate how authors use language, considering the impact on the reader.
- 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

Revision and consolidation of key learning.

Writing Objectives

Week 13

Spelling

Consolidating

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

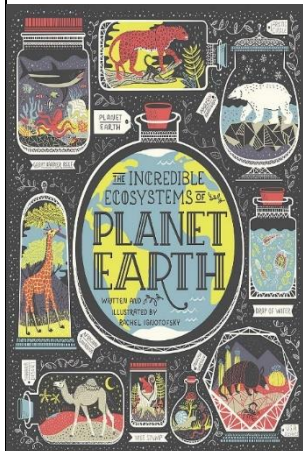
This week has been left blank to allow for faith week activities, engineering week etc.

Summer Term

Week 1

Text – Poetry Earth week

Always 22nd April so change weeks around accordingly.



Twinkle, Twinkle, Planet Blue Andrew Dawson

¹ Twinkle, Twinkle, little Earth,
How I wonder what you're worth,
Chipping forests by the score,
Soon we won't have any more.

² Twinkle, Twinkle, planet far,
What's happening in your air?
Acid rain and ozone bad,
Pretty soon we'll all be dead.

³ Twinkle, Twinkle, on the sea,
Floating oil and food debris,
Savage flouting by the sharks,
Killing bathers by the score.

⁴ Twinkle, Twinkle, planet blue,
Animals are going too,
Chemicals and pesticides,
Causing deaths and suicides.

⁵ Twinkle, Twinkle, disco star,
Getting noised by the bar,
Concords' roar and jumbo jet,
And it's getting noisier yet.

⁶ Twinkle, Twinkle, earthy light,
Glowing brightly in the night,
Cosians, plutonians,
Radon and uranium.

⁷ Twinkle, Twinkle in the sky,
Watch the cosmic missiles fly,
Fire a line, drop a bomb,
Now all the pollutants' gone!

Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) 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 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 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 and evaluate how authors use language, considering the impact on the reader.
- 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
Recap – Spring Term

Suspicious
 Artificial
 Confidential
 Commercial
 Innocence
 Independent
 Recommend
 Significance
 Appearance
 Ferocious

Grammar and Punctuation objectives

•**Revision sessions.**

Writing Objectives

Persuasive writing about an aspect of human impact on the environment.

- Accurately spell words with the full range of affixes in the YR 5-6 spelling appendix.
- Use the full range of spelling rules and conventions from the YR 5-6 spelling appendix.
- Spell correctly all the YR5-6 homophones.
- Spell accurately all words from the YR 5-6 statutory word list.
- Writing is consistently legible and fluent, with a personal style. Quality is usually maintained when writing at sustained, efficient speed.
- Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.
- Use discussion effectively to develop ideas and language, before and during writing.
- Select, use and adapt form and style to suit purpose and audience, using appropriate features of genre.
- Organise and shape paragraphs effectively.
- Use a wide range of devices to link ideas within and across paragraphs e.g. precise adverbials, deliberate repetition or sustained tense.
- Use a range of presentational devices, which clearly guide the reader.
- Evaluate own and others' writing; make assured changes to enhance effects and clarify meaning.
- Write and control a range of sentence structures including those which contain multiple clauses.
- Use a wide range of punctuation, accurately and appropriately, including colons, semi-colons and dashes, to mark the boundary between clauses.

- Use the subjunctive form.
- Maintain correct tense throughout; also control perfect form of verbs e.g. He has collected some shells.
- Present information with deliberate use of the active and passive voice.
- Select vocabulary and grammar confidently, to suit formal and informal registers.
- Make precise vocabulary and grammatical choices.
- Independently use a dictionary and thesaurus to define words and expand vocabulary.

Week 2

Text – Testbase, Non Fiction

DISASTER STRIKES

UNFAMILIAR NAMES

Pliny - Pli-nee
 Pompeii - Põm-pai
 Tacitus - Tass-i-tus
 Vesuvius - Ves-oo-vee-us



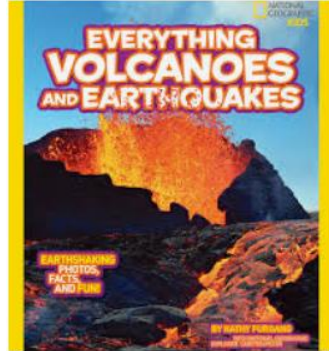
Pliny

In the first century AD, in the period of the Roman Empire, Vesuvius had been dormant for hundreds of years. The mountain was green as farmers grew fig and olive trees on the slopes of the volcano and the local people had become used to the tremors of earthquakes from time to time.

In the summer of AD 79 there had been more rumbling than usual but in the town of Pompeii and in the whole area surrounding the volcano, most people went about their daily business.

One of them, a boy called Pliny, was 17 at the time. When the volcano erupted, he watched from a nearby town as the earth shook and a black cloud descended over the area. Pliny's uncle, the commander of a nearby naval port, also saw the unusual cloud forming above Mount Vesuvius. He was not content to stand by and watch. He wanted to get a closer look and set off to investigate with a scribe to whom he could dictate his observations.

As he was leaving, he received a message from his friend Rectina asking if he would help her. So he set out with several



Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) 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 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, considering the impact on the reader.
- 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 Abstract noun

Grammar and Punctuation objectives

Disappointment
Determination
Enthusiasm
Graciousness
Apprehension
Consideration
Opportunity
Speculation
Enhancement
disturbance

•Revision sessions.

Writing Objectives

Non-chronological report – volcanoes or earthquakes.

- Accurately spell words with the full range of affixes in the YR 5-6 spelling appendix.
- Use the full range of spelling rules and conventions from the YR 5-6 spelling appendix.
- Spell correctly all the YR5-6 homophones.
- Spell accurately all words from the YR 5-6 statutory word list.
- Writing is consistently legible and fluent, with a personal style. Quality is usually maintained when writing at sustained, efficient speed.
- Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.
- Use discussion effectively to develop ideas and language, before and during writing.
- Select, use and adapt form and style to suit purpose and audience, using appropriate features of genre.
- Organise and shape paragraphs effectively.
- Use a wide range of devices to link ideas within and across paragraphs e.g. precise adverbials, deliberate repetition or sustained tense.
- Use a range of presentational devices, which clearly guide the reader.
- Evaluate own and others' writing; make assured changes to enhance effects and clarify meaning.
- Write and control a range of sentence structures including those which contain multiple clauses.
- Use a wide range of punctuation, accurately and appropriately, including colons, semi-colons and dashes, to mark the boundary between clauses.
- Use the subjunctive form.
- Maintain correct tense throughout; also control perfect form of verbs e.g. He has collected some shells.
- Present information with deliberate use of the active and passive voice.
- Select vocabulary and grammar confidently, to suit formal and informal registers.
- Make precise vocabulary and grammatical choices.

- Independently use a dictionary and thesaurus to define words and expand vocabulary.

Week 3 – SATs Revision Week

Text	<u>Reading objectives</u>
<u>Spelling</u> Use of the hyphen co-ordinate re-enter co-operate co-own de-ice co-author re-examine re-educate re-form co-pilot	<u>Grammar and Punctuation objectives</u> •Revision sessions.

Writing Objectives

Week 4 – Sats Week

Text	<u>Reading objectives</u>
<u>Spelling</u>	<u>Grammar and Punctuation objectives</u>

Writing Objectives

Week 5

Text - Animation



Reading objectives

- I can recommend and state preferences, giving reasons for my choices.
- I can identify, compare and contrast themes and conventions.
- I can discuss my understanding, justifying using evidence.
- I can ask relevant questions to improve my understanding.
- I can draw inferences such as inferring characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can predict what might happen.
- I can summarise the main ideas.
- I can identify key details that support the main ideas.
- 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

Statutory list - random

Opportunity
Parliament
Programme
Privilege
Explanation
Disastrous
Exaggerate
Frequently
Necessary
appreciate

Grammar and Punctuation objectives

•Recognising Devices to Build Cohesion.

In Year 5 Summer Block 2, children learned about pronouns to avoid repetition, relative clauses, adverbials, parenthesis for clarity and concise noun phrases to build cohesion. This step consolidates children's previous learning, and allows them to recap the devices used to build cohesion. Pronouns are used to replace a proper noun to avoid repetition of a name. For example: If writing about a person named Millie, the proper noun would be replaced by 'she'. Relative clauses link ideas across sentences, avoid repetition of a noun or proper noun and vary sentence structure within a piece of writing. Adverbials, particularly fronted adverbials, are used to build cohesion by linking ideas across sentences and paragraphs. A variety of adverbials can be used including firstly, next, secondly, as apposed to, consequently etc. Parenthesis for clarity make a statement clearer. For example: He made an appearance (unpaid) at a charity event for childhood cancers. Conjunctions are used to build cohesion by linking similar ideas. For example: The time was changed because so few people could attend. An ellipsis can be used to show where words have been omitted, such as when quoting a speaker where the whole quote is not required. For example: Mr Brown stated, "The report is correct....The location of the incident..." . An ellipsis can also be used where a speaker has been broken off suddenly or where a sentence has been deliberately left unfinished to build suspense. Focused Questions - Why has a conjunction been added to this sentence? What extra information do we get? Underline the cohesive devices in this paragraph. Underline the adverbials in this paragraph.

•**Paragraphs in Fiction.** Children should be familiar with the use of paragraphs to organise ideas from their previous learning in Key Stage Two. This step focuses on how paragraphs can be used in fiction

writing. A new paragraph should be used when there is a change in time, location, character or theme. For a change in time, the opening of the following paragraph should link with the previous using an appropriate sentence opener. For example: Some time later/Later that day/In the following months etc. If the location changes within a text, a new paragraph should be used. To build cohesion, a sentence opener which shows the change could be used. For example: On the other side of the World/Some distance away etc. Changes in the character being described or discussed should start a new paragraph. Cohesive devices previously covered could be used to make links back to the previous paragraph if appropriate. A change in the theme should start a new paragraph. Cohesive devices may be used to link back to previous paragraphs if appropriate. Focused Questions - Why is there a new paragraph here? Where should the paragraphs be in this piece of writing? How do you know?

•**Paragraphs in Non-Fiction.** Children should be familiar with the use of paragraphs to organise ideas from their previous learning in Key Stage Two. This step focuses on how paragraphs can be used in non-fiction writing. In non-fiction texts, ideas are organised into paragraphs and may be structured using headings, sub-headings, bullets and tables. Headings are at the top of a piece of writing such as an article. They should let the reader know what the piece of writing is about, and be bold and concise. Sub-headings break up a long text into more manageable chunks. They allow the reader to skim a text to find a section they are interested in. Sub-headings should summarise the paragraphs which follow. Bullets show a clear list of points, breaking up a paragraph into easier to read sections. Tables can be used to display information in a clear and easy to understand format. Focused Questions - What could be added to this article to make it easier to read? Add sub-headings to this piece of writing.

Writing Objectives

Recount using flashback and flash-forward – The Piano.

- Accurately spell words with the full range of affixes in the YR 5-6 spelling appendix.
- Use the full range of spelling rules and conventions from the YR 5-6 spelling appendix.
- Spell correctly all the YR5-6 homophones.
- Spell accurately all words from the YR 5-6 statutory word list.
- Writing is consistently legible and fluent, with a personal style. Quality is usually maintained when writing at sustained, efficient speed.
- Use discussion effectively to develop ideas and language, before and during writing.
- Select, use and adapt form and style to suit purpose and audience, using appropriate features of genre.
- Organise and shape paragraphs effectively.
- Use a wide range of devices to link ideas within and across paragraphs e.g. precise adverbials, deliberate repetition or sustained tense.
- Integrate dialogue effectively to convey and contrast characters, and advance the action.
- Evaluate own and others' writing; make assured changes to enhance effects and clarify meaning.
- Describe characters, settings and atmosphere with precision.

- Write and control a range of sentence structures including those which contain multiple clauses.
- Use a wide range of punctuation, accurately and appropriately, including colons, semi-colons and dashes, to mark the boundary between clauses.
- Use the subjunctive form.
- Maintain correct tense throughout; also control perfect form of verbs e.g. He has collected some shells.
- Present information with deliberate use of the active and passive voice.
- Select vocabulary and grammar confidently, to suit formal and informal registers.
- Make precise vocabulary and grammatical choices.
- Independently use a dictionary and thesaurus to define words and expand vocabulary.

Week 6

Text - Animation



Reading objectives

- I can recommend and state preferences, giving reasons for my choices.
 - I can identify, compare and contrast themes and conventions.
 - I can discuss my understanding, justifying using evidence.
 - I can ask relevant questions to improve my understanding.
 - I can draw inferences such as inferring characters' feelings, thoughts and motives.
 - I can justify inferences with evidence.
 - I can predict what might happen.
 - I can summarise the main ideas.
 - I can identify key details that support the main ideas.
 - 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 **Double consonants**

Grammar and Punctuation objectives

accommodate
accommodation
aggressive
embarrass
apparatus
success
successfully
willingness
worthlessness
happiness

• **Organising Sentences within Paragraphs.** In this step, children will look at how sentences are organised within paragraphs, for both fiction and non-fiction writing. In fiction texts, sentences should follow a logical sequence which will be different depending on the intended outcome of the writing. For example: To build suspense, whatever is being described may not be revealed until the end of the paragraph. Whereas, if the focus of the paragraph is to introduce a character, they will be named and described straight away. For non-fiction writing, sentences should also follow a logical sequence. They may begin with an opening sentence which introduces a new point and links back to the previous. They may contain explanation or information about the topic being discussed, followed by a closing sentence which links to the next paragraph. Sentences should be linked using connecting words and phrases to contrast ideas, to give reasoning, to develop ideas and to sequence. To contrast ideas, words or phrases can be used. For example: nevertheless, in contrast, however, on the other hand etc. Therefore, accordingly, I'm sure you will agree that and as a result of may be used to reason an idea. To develop an idea, language can be used such as: in addition to, moreover, also etc. Sequencing ideas involves the use of adverbials of time. For example: firstly, secondly, next, finally etc. Focused Questions - Organise these sentences into a logical order. Does it work if they are in a different order? Are these sentences sequenced correctly? How do you know?

• **Organising Paragraphs within Texts.** Now that children can organise sentences within paragraphs they can organise paragraphs within texts. This step covers both fiction and non-fiction writing. In non-fiction writing, paragraphs are usually sequenced, beginning with an introduction, and ending with a conclusion. The introductory paragraph should explain what the piece of writing is about, and include information which makes the reader want to read on. A conclusion should summarise the points made during the piece of writing and refer back to previous points. Paragraphs in non-fiction texts should contain topic language and refer back to points already discussed in previous paragraphs, using cohesive devices covered in previous learning and Step 1 of this block. The order of these paragraphs may not affect the flow or cohesiveness of the text. In fiction writing, paragraphs should flow and follow on from each other to build a story. Each paragraph should follow on from the next, and references should be made back to information stated in previous paragraphs. Focused Questions - Organise these paragraphs into a logical order. Does it work if they are in a different order? Are these paragraphs sequenced correctly? How do you know?

Writing Objectives

Recount using flashback and flash-forward – The Piano.

- Accurately spell words with the full range of affixes in the YR 5-6 spelling appendix.
- Use the full range of spelling rules and conventions from the YR 5-6 spelling appendix.
- Spell correctly all the YR5-6 homophones.
- Spell accurately all words from the YR 5-6 statutory word list.
- Writing is consistently legible and fluent, with a personal style. Quality is usually maintained when writing at sustained, efficient speed.
- Use discussion effectively to develop ideas and language, before and during writing.

- Select, use and adapt form and style to suit purpose and audience, using appropriate features of genre.
- Organise and shape paragraphs effectively.
- Use a wide range of devices to link ideas within and across paragraphs e.g. precise adverbials, deliberate repetition or sustained tense.
- Integrate dialogue effectively to convey and contrast characters, and advance the action.
- Evaluate own and others' writing; make assured changes to enhance effects and clarify meaning.
- Describe characters, settings and atmosphere with precision.
- Write and control a range of sentence structures including those which contain multiple clauses.
- Use a wide range of punctuation, accurately and appropriately, including colons, semi-colons and dashes, to mark the boundary between clauses.
- Use the subjunctive form.
- Maintain correct tense throughout; also control perfect form of verbs e.g. He has collected some shells.
- Present information with deliberate use of the active and passive voice.
- Select vocabulary and grammar confidently, to suit formal and informal registers.
- Make precise vocabulary and grammatical choices.
- Independently use a dictionary and thesaurus to define words and expand vocabulary.
-

Week 7

Text – Non Fiction

Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) 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 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, considering the impact on the reader.
- 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.

Using the iPod touch™

Sleep/Wake button

- ⁷ When you're not using iPod touch, you can lock it to turn off the display and save the battery. When iPod touch is locked, nothing happens if you touch the screen. You can still listen to music and adjust the volume using the buttons on the side of iPod touch.
- ⁸ **Unlock iPod touch:** press the Sleep/Wake button or the Home button, then drag the slider.
- ⁹ **Open Camera when iPod touch is locked:** Press the Sleep/Wake button or the Home button, then drag up.
- ¹⁰ **Access the audio controls when iPod touch is locked:** Double-click the Home button.
- ¹¹ **Turn off iPod touch:** Press and hold the Sleep/Wake button until the red slider appears, then drag the slider.
- ¹² **Turn on iPod touch:** Press and hold the Sleep/Wake button until the Apple logo appears. iPod touch locks if you don't touch the screen for a minute or two.
- ¹³ **Change the auto-lock time:** Go to Settings > General > Auto-Lock.
- ¹⁴ **Require a passcode to unlock iPod touch:** Go to Settings > General > Passcode Lock.

Home button

- ¹⁵ The Home button takes you to the Home screen, no matter what you're doing. It also provides other shortcuts. On the Home screen, tap any app to open it. See *Opening and switching between apps* on page 17.
- ¹⁶ **Go to the Home screen:** Press the Home button.
- ¹⁷ **See recently used apps:** With iPod touch unlocked, double-click the Home button. When the apps appear at the bottom of the screen, flick left or right to see more.
- ¹⁸ **See the audio playback controls:**
 - When iPod touch is locked: Double-click the Home button. See *Playing music* on page 41.
 - When you're using another app: Double-click the Home button, then flick to the left end of the multitasking bar that appears at the bottom of the screen.
- ¹⁹ Use Siri (iPod touch 5th generation) or Voice Control: Press and hold the Home button. See Chapter 4, Siri, on page 35 and Voice Control on page 26.

Spelling Consolidating

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

Grammar and Punctuation objectives

• **Avoiding Repetition.** In this step, children will build on their previous learning in this block and revisit learning from Year 4 and Year 5 Summer Block 2. To avoid repetition, children should use pronouns, relative pronouns and relative clauses. Pronouns are used to replace a noun within a sentence. These can be personal pronouns such as I, you, he, it etc, relative pronouns, or pronouns which take the place of a noun (indefinite pronouns). For example: something, all, another, many, most etc. Relative clauses containing the relative pronouns; who, whom, what, where, when, which and that link one part of a sentence to another, and describe a noun or pronoun already introduced. For example: Jake enjoys playing football. He is the player who plays in goal. Focused Questions - Change the proper nouns in this sentence to pronouns to avoid repetition. Change this sentence to include a relative clause.

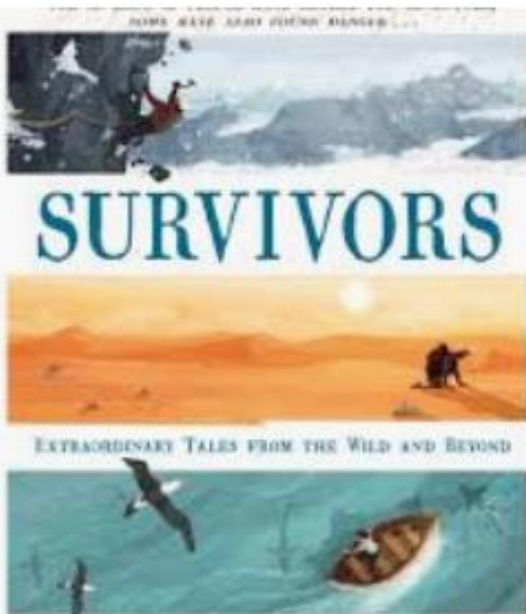
• **Using Devices to Build Cohesion.** This step consolidates previous steps within this block and from Year 5 Summer Block 2. Children should recognise and use all devices to build cohesion in and across paragraphs, linking ideas effectively and avoiding repetition. This step includes cohesive devices within fiction and non-fiction writing. Focused Questions - Underline and label the devices used to build cohesion in this piece of writing. Improve this piece of work by adding in cohesive devices.

Writing Objectives

Balanced argument – Should SATs be abolished?

- Accurately spell words with the full range of affixes in the YR 5-6 spelling appendix.
- Use the full range of spelling rules and conventions from the YR 5-6 spelling appendix.
- Spell correctly all the YR5-6 homophones.
- Spell accurately all words from the YR 5-6 statutory word list.
- Writing is consistently legible and fluent, with a personal style. Quality is usually maintained when writing at sustained, efficient speed.
- Use discussion effectively to develop ideas and language, before and during writing.
- Select, use and adapt form and style to suit purpose and audience, using appropriate features of genre.
- Organise and shape paragraphs effectively.
- Use a wide range of devices to link ideas within and across paragraphs e.g. precise adverbials, deliberate repetition or sustained tense.
- Use a range of presentational devices, which clearly guide the reader.
- Evaluate own and others' writing; make assured changes to enhance effects and clarify meaning.
- Write and control a range of sentence structures including those which contain multiple clauses.
- Use a wide range of punctuation, accurately and appropriately, including colons, semi-colons and dashes, to mark the boundary between clauses.
- Use the subjunctive form.
- Maintain correct tense throughout; also control perfect form of verbs e.g. He has collected some shells.
- Present information with deliberate use of the active and passive voice.
- Select vocabulary and grammar confidently, to suit formal and informal registers.
- Make precise vocabulary and grammatical choices.
- Independently use a dictionary and thesaurus to define words and expand vocabulary.

Text - Non Fiction



Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) 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 draw inferences such as inferring characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- 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 and evaluate how authors use language, considering the impact on the reader.
- 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

Words ending in ly

- Disorderly
- Ghastly
- Wrinkly
- Dastardly
- Leisurely
- Spritely
- Heavenly
- Unlikely
- Comply
- melancholy

Grammar and Punctuation objectives

- **Consolidating Relative Clauses.** As this is a consolidation block, it provides a more general overview of previous detailed learning covered in Key Stage 2. This step consolidates recognising, understanding and using relative pronouns such as who, which, where, when and that, as well as knowing the difference between relative, personal and possessive pronouns. This step will also consolidate how relative pronouns introduce a relative clause linking one part of a sentence back to another noun or pronoun that has been mentioned previously. Children should be reminded how to use implied/omitted relative pronouns, where a relative clause has 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. Children should recognise which noun or pronoun a relative clause is referring to and be able to create their own relative clauses, choosing an appropriate relative pronoun in a relative clause to link back to a noun or pronoun in the main clause. Focused Questions - Identify the relative pronoun and relative clause in this sentence. Write a relative clause relating to the noun / pronoun in the following sentence. Can the relative pronoun be omitted from this sentence? Explain your answer
- **Consolidating Parenthesis 1.** This step consolidates recognising and understanding 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. Children should be able to explain whether a comma has been used to indicate parenthesis.

Normally, if a sentence uses a comma for any other reason, brackets or dashes are preferred to indicate parenthesis. Focused Questions - Choose where to position a comma in the sentence to change the meaning. Decide where commas need to be positioned in this sentence. Correct the punctuation in the sentences below.

•**Consolidating Parenthesis 2.** This step consolidates recognising and understanding commas, hyphens and brackets used for parenthesis and to avoid ambiguity. Children should be able to use hyphens within their own writing and understand that using or omitting a hyphen can convey a different meaning in a sentence. This step will also consolidate how hyphens can be used like commas to change the meanings of sentences. Focused Questions - Change the meaning of the sentence below by adding hyphens. Explain the meaning of the sentence once the brackets are removed.

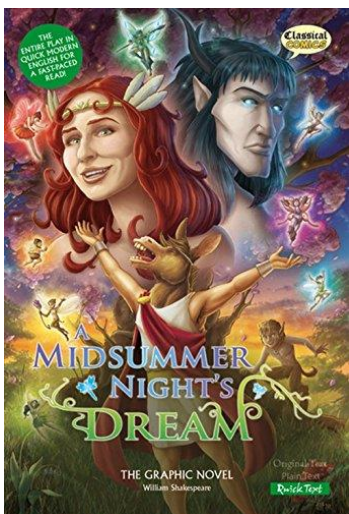
Writing Objectives

Write a diary extract from the perspective of a survivor – Survivors, Extraordinary tales from the wild and beyond.

- Accurately spell words with the full range of affixes in the YR 5-6 spelling appendix.
- Use the full range of spelling rules and conventions from the YR 5-6 spelling appendix.
- Spell correctly all the YR5-6 homophones.
- Spell accurately all words from the YR 5-6 statutory word list.
- Writing is consistently legible and fluent, with a personal style. Quality is usually maintained when writing at sustained, efficient speed.
- Use discussion effectively to develop ideas and language, before and during writing.
- Select, use and adapt form and style to suit purpose and audience, using appropriate features of genre.
- Organise and shape paragraphs effectively.
- Use a wide range of devices to link ideas within and across paragraphs e.g. precise adverbials, deliberate repetition or sustained tense.
- Integrate dialogue effectively to convey and contrast characters, and advance the action.
- Evaluate own and others' writing; make assured changes to enhance effects and clarify meaning.
- Describe characters, settings and atmosphere with precision.
- Write and control a range of sentence structures including those which contain multiple clauses.
- Use a wide range of punctuation, accurately and appropriately, including colons, semi-colons and dashes, to mark the boundary between clauses.
- Use the subjunctive form.
- Maintain correct tense throughout; also control perfect form of verbs e.g. He has collected some shells.
- Present information with deliberate use of the active and passive voice.
- Select vocabulary and grammar confidently, to suit formal and informal registers.
- Make precise vocabulary and grammatical choices.
- Independently use a dictionary and thesaurus to define words and expand vocabulary.

Week 9

Text – Transition Unit.



Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) 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 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 and evaluate how authors use language, considering the impact on the reader.
- 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 -ant

Observant
Expectant
Hesitant
Tolerant
Triumphant
Dominant
Contestant
Defiant
Decongestant
relevant

Grammar and Punctuation objectives

- **Consolidating Word Classes.** This step consolidates four of the word classes: nouns, verbs, adjectives and adverbs and identifies the subjunctive and modal form of verbs. Remind children that a noun is used to name a person, place or thing. There are different types of nouns including common, proper, collective, concrete and abstract. Repeated nouns can also be replaced by pronouns. A verb is used to express an action or a state of being. There are also different types of verbs including actions, linking and auxiliary. An adjective is a word used to describe a noun or pronoun. Adjectives can be used on their own or in a list to explain characteristics of a noun. An adverb is a word that describes a verb in terms of how, when, where or how often it is happening. During this step, children will need to focus on using the four different word classes they are reminded about within sentences. Focused Questions - What type of word is underlined in the following sentence? What form of verb is being used in the following sentence?
- **Consolidating Word Classes 2.** This step consolidates the following word classes: conjunctions, prepositions, determiners, subjects and objects. This step also recaps that a sentence usually includes a

noun and verb. The noun must be doing the verb so the noun acts as a subject. If the sentence includes a second noun, it is having the verb done to it, so this noun acts as an object. A conjunction is used to join two or more clauses (or words) together. A coordinating conjunction is used to join two main clauses of equal value. A subordinating conjunction is used to add a subordinate (dependent) clause to the main clause. Children should be reminded that a preposition is a word that describes where something is or where it needs to move to. A determiner is a word which comes before a noun (or an adjective) to explain whether a noun is general or specific. There are different types of determiners such as articles, demonstrative, quantifiers and possessive. Children should be able to use a variety of these words in their writing confidently and accurately. Focused Questions - Identify the word classes in the following sentence. Make the following noun the subject of the sentence.

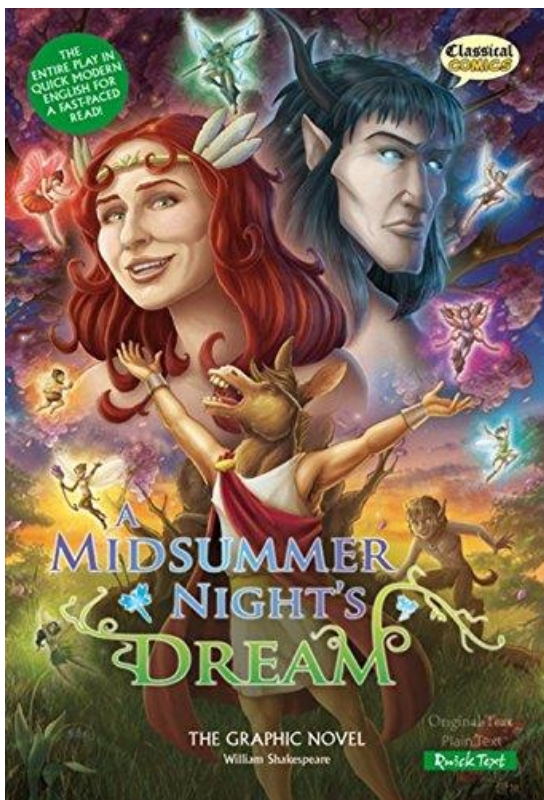
Writing Objectives

Explanation of how the labourers and fairies are introduced – A Mid-Summer Night’s Dream.

- Accurately spell words with the full range of affixes in the YR 5-6 spelling appendix.
- Use the full range of spelling rules and conventions from the YR 5-6 spelling appendix.
- Spell correctly all the YR5-6 homophones.
- Spell accurately all words from the YR 5-6 statutory word list.
- Writing is consistently legible and fluent, with a personal style. Quality is usually maintained when writing at sustained, efficient speed.
- Use discussion effectively to develop ideas and language, before and during writing.
- Select, use and adapt form and style to suit purpose and audience, using appropriate features of genre.
- Organise and shape paragraphs effectively.
- Evaluate own and others’ writing; make assured changes to enhance effects and clarify meaning.
- Describe characters, settings and atmosphere with precision.
- Write and control a range of sentence structures including those which contain multiple clauses.
- Use a wide range of punctuation, accurately and appropriately, including colons, semi-colons and dashes, to mark the boundary between clauses.
- Maintain correct tense throughout; also control perfect form of verbs e.g. He has collected some shells.
- Present information with deliberate use of the active and passive voice.
- Select vocabulary and grammar confidently, to suit formal and informal registers.
- Make precise vocabulary and grammatical choices.
- Independently use a dictionary and thesaurus to define words and expand vocabulary.

Week 10

Text – Transition Unit



Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) 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 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 and evaluate how authors use language, considering the impact on the reader.
- 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

Vegetable
Symbol
Sincerely
Pronunciation
Interfere
Committee
Apparent
Desperate
Curiosity
Persuade

Grammar and Punctuation objectives

- **Consolidating Prefixes and Suffixes.** This step consolidates recognising and understanding prefixes and suffixes such as 'de-', 'dis-', 'mis-', 're-', 'over-', '-ate', '-ise' and '-ify'. In previous consolidation steps nouns, verbs and adjectives and the difference between them have been covered, so children should be very familiar with these in order to help them with their revision of prefixes and suffixes. Children should be familiar with words including these prefixes and suffixes and be able to use these in their writing. Focused Questions - Add the correct prefix to the following words below. Choose a word from the word bank which can add both a prefix and a suffix.
- **Consolidating Synonyms and Antonyms.** This step consolidates recognising and understanding the difference between synonyms and antonyms, and how they are both used in writing. Children should be able to identify whether a given word is a synonym or an antonym of another word and explain how they know. Children should also be able to improve their own and the work of others using synonyms and antonyms. Focused Questions - Think of a synonym to replace the underlined word in the sentence below. What effect does changing a word for a synonym have on the meaning of the sentence.

Writing Objectives

Write an extract from Bottom's Diary – A Mid-Summer Night's Dream.

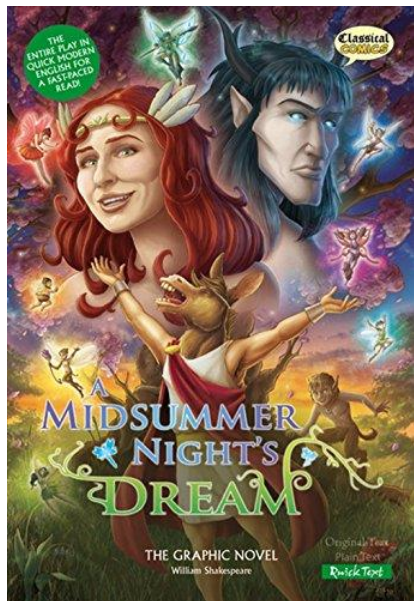
- Accurately spell words with the full range of affixes in the YR 5-6 spelling appendix.
- Use the full range of spelling rules and conventions from the YR 5-6 spelling appendix.
- Spell correctly all the YR5-6 homophones.
- Spell accurately all words from the YR 5-6 statutory word list.
- Writing is consistently legible and fluent, with a personal style. Quality is usually maintained when writing at sustained, efficient speed.
- Use discussion effectively to develop ideas and language, before and during writing.
- Select, use and adapt form and style to suit purpose and audience, using appropriate features of genre.
- Organise and shape paragraphs effectively.
- Use a wide range of devices to link ideas within and across paragraphs e.g. precise adverbials, deliberate repetition or sustained tense.
- Evaluate own and others' writing; make assured changes to enhance effects and clarify meaning.
- Describe characters, settings and atmosphere with precision.
- Write and control a range of sentence structures including those which contain multiple clauses.
- Use a wide range of punctuation, accurately and appropriately, including colons, semi-colons and dashes, to mark the boundary between clauses.
- Maintain correct tense throughout; also control perfect form of verbs e.g. He has collected some shells.
- Present information with deliberate use of the active and passive voice.
- Select vocabulary and grammar confidently, to suit formal and informal registers.
- Make precise vocabulary and grammatical choices.
- Independently use a dictionary and thesaurus to define words and expand vocabulary.

Week 11

Text – Transition Unit

Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) 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 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 and evaluate how authors use language, considering the impact on the reader.
- 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

- **Consolidating Lists.** This step consolidates recognising, understanding and using commas, bullets points, colons and semi-colons to punctuate lists. Semi-colons are used to separate items in a list when one or more items contain a comma. A colon can be used to introduce a list if the list comes after an independent clause. Bullet points must be punctuated consistently. The text which introduces a list of bullet points should end with a colon. Bullet points should all start with the same word class, for example, present participle, imperative verb, determiner, noun etc. Focused Questions - Mark where the bullet point belongs in the sentence below. Write a list of items using the correct punctuation and the word bank below. Correct the punctuation mistakes in the list below.
- **Consolidating Formal and Informal.** This step consolidates recognising and identifying the differences in structure, layout and language between formal and informal texts depending on the genre, purpose and audience that the piece is intended for. These factors then influence the vocabulary and structure used as well as using formal and informal vocabulary and structures. Each formal style has language appropriate to the subject and may include factual language, sophisticated vocabulary, jargon and a formal tone. Use of the subjunctive form were in the above ways usually indicates formal writing. The subjunctive form can be recognised due to its use of be and were, rather than the more commonly used am, are, is or was. The use of the subjunctive indicates formal writing by changing the tone of a sentence. Informal writing may use a more relaxed style which may include colloquial language and slang. Focused Questions - Add in the relevant changes to make this piece of writing more formal. Highlight the vocabulary and structures used below which make the text too formal.

Writing Objectives

Newspaper article regarding the weddings of **Theseus** and **Hippolyta**, **Demetrius** and **Helena** and **Hermia** and **Lysander**– A Mid-Summer Night’s Dream.

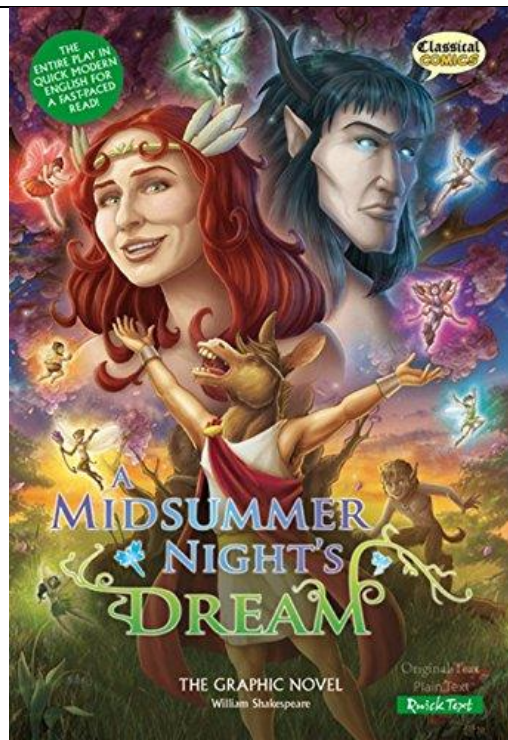
- Accurately spell words with the full range of affixes in the YR 5-6 spelling appendix.
- Use the full range of spelling rules and conventions from the YR 5-6 spelling appendix.
- Spell correctly all the YR5-6 homophones.
- Spell accurately all words from the YR 5-6 statutory word list.
- Writing is consistently legible and fluent, with a personal style. Quality is usually maintained when writing at sustained, efficient speed.
- Use discussion effectively to develop ideas and language, before and during writing.
- Select, use and adapt form and style to suit purpose and audience, using appropriate features of genre.
- Organise and shape paragraphs effectively.
- Use a wide range of devices to link ideas within and across paragraphs e.g. precise adverbials, deliberate repetition or sustained tense.
- Use a range of presentational devices, which clearly guide the reader.
- Integrate dialogue effectively to convey and contrast characters, and advance the action.
- Evaluate own and others’ writing; make assured changes to enhance effects and clarify meaning.
- Describe characters, settings and atmosphere with precision.
- Write and control a range of sentence structures including those which contain multiple clauses.
- Use a wide range of punctuation, accurately and appropriately, including colons, semi-colons and dashes, to mark the boundary between clauses.
- Use the subjunctive form.
- Maintain correct tense throughout; also control perfect form of verbs e.g. He has collected some shells.
- Present information with deliberate use of the active and passive voice.
- Select vocabulary and grammar confidently, to suit formal and informal registers.
- Make precise vocabulary and grammatical choices.
- Independently use a dictionary and thesaurus to define words and expand vocabulary.

Week 12

Text – Transition Unit

Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) 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 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 and evaluate how authors use language, considering the impact on the reader.
- 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

End of year (statutory words) assessment
First half of list.

Grammar and Punctuation objectives

• **Consolidating Redrafting Sentences.** This step consolidates recognising and understanding how to improve, develop and redraft sentences. Children should be able to draw on previous learning to write sentences which include a variety of nouns, verbs, adjective and adverbs; a range of different word classes; parenthesis; relative clauses; addition of prefixes and suffixes and addition of fronted adverbials covered across Key Stage 2 and in previous consolidation steps within this block, to improve their writing. Focused Questions - Improve the sentences below by changing a word to a different word class. Redraft the sentence to include a relative clause in the sentence.

• **Consolidating Redrafting.** This step consolidates recognising and understanding how to increase the quality of writing by drawing on all the skills covered previously throughout Upper Key Stage 2, as well as drawing on Lower Key Stage 2. This includes the use of a wider range of sophisticated vocabulary; more complex sentence structures; a range of punctuation; use of both formal and informal writing including the use of the subjunctive form as well as a range of tenses, both in the active and passive voice. Children should also focus on achieving cohesion throughout a paragraph. Focused Questions - How can these sentences be improved focusing on the vocabulary. Improve or adapt the sentences by changing the punctuation. Organise the writing by inserting paragraphs where appropriate and varying the structure of sentences.

Writing Objectives

Leavers Memories.

- Accurately spell words with the full range of affixes in the YR 5-6 spelling appendix.
- Use the full range of spelling rules and conventions from the YR 5-6 spelling appendix.
- Spell correctly all the YR5-6 homophones.
- Spell accurately all words from the YR 5-6 statutory word list.
- Writing is consistently legible and fluent, with a personal style. Quality is usually maintained when writing at sustained, efficient speed.
- Use discussion effectively to develop ideas and language, before and during writing.
- Select, use and adapt form and style to suit purpose and audience, using appropriate features of genre.
- Organise and shape paragraphs effectively.
- Use a wide range of devices to link ideas within and across paragraphs e.g. precise adverbials, deliberate repetition or sustained tense.
- Use a range of presentational devices, which clearly guide the reader.
- Evaluate own and others' writing; make assured changes to enhance effects and clarify meaning.
- Write and control a range of sentence structures including those which contain multiple clauses.
- Use a wide range of punctuation, accurately and appropriately, including colons, semi-colons and dashes, to mark the boundary between clauses.
- Maintain correct tense throughout; also control perfect form of verbs e.g. He has collected some shells.
- Select vocabulary and grammar confidently, to suit formal and informal registers.
- Make precise vocabulary and grammatical choices.
- Independently use a dictionary and thesaurus to define words and expand vocabulary.

Week 13

Spelling

End of year (statutory words) assessment
Second half of list.

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