

## English - Year 3

In Year 3, children will cover the genres:

To Entertain	To Inform	To Persuade	To Discuss
<ul style="list-style-type: none"> <li>➤ Narrative</li> <li>➤ Descriptions</li> <li>➤ Poetry</li> <li>➤ Characters/settings</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explanation</li> <li>➤ Recount</li> <li>➤ Letter</li> <li>➤ Biography</li> <li>➤ Newspaper article</li> <li>➤ Non-chronological report</li> <li>➤ Instructions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Advertising (WWW)</li> <li>➤ Letter</li> <li>➤ Speech</li> </ul>	N/A

And study the books/topics: The Elves and the Shoemaker, The True Story of the Three Little Pigs, The Lorax, How to train your dragon, Stig of the Dump, The Grinch, Firework Maker's Daughter, George's Marvellous Medicine, The Lion King, Nevermore, The Twits, Temple Run, Gangsta Granny, The boy who grew dragons and extra whole school enrichment topics.

In addition to previous learning, pupils should learn to...

<b>Reading</b>	<b>Writing</b>	<b>Transcription</b>	<b>Speaking and Listening</b>
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<p><b><u>Reading Carousel</u></b>  <b>VIPERS</b>  <i>These skills are also covered during our carousel slots daily and during interventions. They are woven through our curriculum</i></p> <p><b>CT INFERENCE GROUP (ALL YEAR GROUPS)</b>          -VIPER skills          -Speaking and Listening skills          -Echo reading</p> <p><b>INDEPENDENT COMPREHENSION (ALL YEAR GROUPS)</b>          -VIPER skills          - Word Reading: use an understanding of morphology and etymology to aid them in reading unfamiliar words          - Independently read a range of fiction, poetry, plays, non-fiction, reference and text books</p> <p><b>ENJOY READING BOOK (ALL YEAR GROUPS)</b>          - Independently read a range of fiction, poetry, plays, non-fiction, reference and text books (BIG CAT COLLINS- banded by comprehension level)          - VIPER skills when reading to LSA          - Speaking/Discussion skills when reading to LSA</p> <p><b>HANDWRITING (LKS2)</b></p>	<p><b><u>Planning, Composing and Evaluating</u></b> (All objectives are covered on a weekly basis through the PJS 2 week book/topic based unit- See Appendix 1)</p> <p><b>Revise and consolidate year KS1 content and introduce the following:</b></p> <p>.Coordinating conjunctions (or, and, but) (recap of KS1)          .Subordinating conjunctions (simple range such as when, as because) to expand ideas and express time, place and cause 'not referred to as a complex sentence'          .Pronouns          .Adverbs (mostly how)          .Prepositions to express time, cause and place e.g before, after, during, in          .Nouns (types and capital rules e.g. capital for proper noun and days of week etc.)</p>	<p><b><u>Handwriting and Presentation</u></b>          Can write neatly and legibly, joining some of the time</p> <p>-Uppercase and lowercase letters          -The letter 'l'          -The letter 'i'          -The letter 'u'          -The letter 't'          -The letter 'y'          -The letter 'j'          -The letter 'p'</p> <p>-The letter 'k'          -The letter 'b'          -The letter 'n'          -The letter 'm'          -The letter 'h'          -The letter 'p'          -The letter 'j'</p> <p>-The letter 'c'          -The letter 'a'          -The letter 'd'          -The letter 'e'          -The letter 'g'          -The letter 'f'</p>	<p><i>The objectives below will be planned for and assessed across the curriculum throughout the year:</i></p> <p><b><u>Speaking</u></b></p> <p>-Speak fluently in sentences and without hesitation          -Plan and deliver a presentation with an 'attention grabbing' opening and a satisfying conclusion</p> <p><b><u>Listening</u></b></p> <p>-Hold a conversation with peers          -Hold a conversation with adults          -Evaluate the effectiveness of others' performances and presentation</p> <p><b><u>Discussion</u></b></p>
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<p>- Word Reading</p> <p><b><u>Reading Comprehension Lesson (Tue)</u></b></p> <p><b>Retrieval</b>          -Confidently skim and scan texts to record details          -Using relevant quotes to support their answers to questions          -Retrieve and record information from a fiction or non-fiction text</p> <p><b>Inference</b>          -Ask and answer questions appropriately, including some simple inference questions based on character's feelings, thoughts and motives (I know this because questions)          -Infer character's feelings, thoughts and motives from their stated actions          -Consolidate the skill of justifying them using a specific reference point in the text          -Use more than one piece of evidence to justify their answers</p> <p><b>Explaining</b></p>	<p>.Adventurous adjectives (expanded noun phrases using double adjectives)          .Determiners (a/an)          .Imperative verbs (non-statutory)          Figurative language (simile, alliteration, onomatopoeia)</p> <p><b><u>Function of sentences/sentence structure</u></b></p> <p>Question (recap KS1)          Exclamation (recap KS1)          Main clause          Simple and compound sentences</p> <p><b><u>Verb forms and tenses</u></b>          Recap KS1 tenses e.g. simple past, present and future</p> <p>Present perfect          Past perfect tense</p> <p><b><u>Punctuation:</u></b>          Capital letters (recap of KS1)          Full stops (recap of KS1)</p>	<p><b><u>Spelling</u></b>          Yr 3 high frequency words</p> <p>Focus words from Yr 3/4 word list</p> <p>.Yr 2 suffixes (-ed, -ing, -er, -est, -ness, -ment, -ful, -less)          .The 'i' sound spelled with a 'y'          .The 'u' sound spelled 'ou'          .The 'ai' sound spelled 'ei', 'eigh' or 'ey'          .the un-, dis- and mis- prefixes          .Adding appropriate suffixes          .Spelling split diagraphs          .The prefix re-          .The prefix super-          .The prefixes anti- and sub-          .The prefix -auto          .The prefix -inter          .Homophones and near homophones          .The -ly suffix          .The suffixes -ally and -action          .Suffixes (vowel letters)          .Focus on -sion and -tion endings          .Prefixes in- and -il          .Prefixes im- and ir-</p>	<p>-Use discussion to organise roles within a group          -Discuss a wider range of feelings and emotions (see PSHE Curriculum)          -Disagree politely with peers (also during DOTW)</p> <p><b><u>Drama</u></b></p> <p><b><u>AUTUMN TERM</u></b>  <b>Drama</b> - story telling          Create atmosphere through the use of voice and movement</p> <p>Annotate poems and stories and perform them</p> <p><b><u>SPRING TERM</u></b>          Drama (Easter Play)          Help to devise and act in plays showing character through voice and movement</p> <p><b><u>SUMMER TERM</u></b></p>
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<p>-Discussing words and phrases that capture the reader's interest and imagination</p> <p>-Identifying how language, structure and presentation contribute to meaning</p> <p>-Recognise authorial choices and the purpose of these</p> <p><b>Summarise</b></p> <p>-Use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information</p> <p>-Identifying main ideas drawn from more than one paragraph</p> <p>-Identify themes from a wide range of books</p> <p>-Summarise whole paragraphs, chapters or texts</p> <p>-Highlight key information and record it in bullet points, diagrams, maps etc.</p> <p><b>Prediction</b></p> <p>-Justify predictions using evidence from the text</p>	<p>Question marks (recap of KS1)</p> <p>Exclamation marks (recap of KS1)</p> <p>Commas in/for lists</p> <p>Apostrophes for omission (contractions) and possession</p> <p>Direct speech using inverted commas</p>		<p><b>Drama</b></p> <p>Create characters in an improvised drama</p> <p><b>Speaking and listening is assessed throughout the year during drama lessons, reading carousel lessons, poetry recital and in everyday lessons and activities. Enrichment opportunities, such as drama club, being house representatives, school council etc. and public speaking in Yr 4 are also available. DOTW also provides an excellent opportunity to assess the children throughout the year.</b></p>
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<p>-Use relevant prior knowledge as well as details from the text to form predictions and to justify them</p> <p>-Monitor these predictions and compare them with the text as they read on</p> <p><b>Vocabulary</b></p> <p>-Use dictionaries to check the meaning of words that they have read</p> <p>-Use a thesaurus to find synonyms</p> <p>-Discuss why words have been chosen and the effect these have on the reader</p> <p>-Explain how words capture the interest of the reader</p> <p>-Discuss new and unusual vocabulary and clarify the meaning of these</p> <p>-Find the meaning of new words using the context of the sentence</p>			
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## English - Year 4

In Year 4, children will cover the genres:

To Entertain	To Inform	To Persuade	To Discuss
<ul style="list-style-type: none"> <li>♦ Narratives (myths)</li> <li>♦ Descriptions (character/setting)</li> <li>♦ Poetry</li> </ul>	<ul style="list-style-type: none"> <li>♦ Explanation</li> <li>♦ Recount (diary)</li> <li>♦ Recount (letter)</li> <li>♦ Biography/autobiography</li> <li>♦ Newspaper article</li> <li>♦ Non-chronological report</li> </ul>	<ul style="list-style-type: none"> <li>♦ Advertising</li> <li>♦ Letter</li> <li>♦ Speech</li> <li>♦</li> </ul>	<ul style="list-style-type: none"> <li>♦ Balanced argument</li> </ul>

And study the books/topics: The Chronicles of Narnia, Paddington, Perseus and Medusa, Charlie and the Chocolate Factory, Iron Man, Talking Turkeys, The BFG, Escape from Pompeii, Alice in Wonderland, Rainforests, Revolting Rhymes, The Witches, Mulan David Attenborough (biography), Nowhere Emporium, Hansel and Gretel and Macbeth.

In addition to previous learning, pupils should learn to...

<b>Reading</b>	<b>Writing</b>	<b>Transcription</b>	<b>Speaking and Listening</b>
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<p><b><u>Reading Carousel</u></b>  <b>VIPERS</b>  <i>These skills are also covered during our carousel slots daily and during interventions. They are woven through our curriculum</i></p> <p><b>CT INFERENCE GROUP (ALL YEAR GROUPS)</b>          -VIPER skills          -Speaking and Listening skills          -Echo reading</p> <p><b>INDEPENDENT COMPREHENSION (ALL YEAR GROUPS)</b>          -VIPER skills          - Word Reading: use an understanding of morphology and etymology to aid them in reading unfamiliar words          - Independently read a range of fiction, poetry, plays, non-fiction, reference and text books</p> <p><b>ENJOY READING BOOK (ALL YEAR GROUPS)</b>          - Independently read a range of fiction, poetry, plays, non-fiction, reference and text books (BIG CAT COLLINS- banded by comprehension level)          - VIPER skills when reading to LSA          - Speaking/Discussion skills when reading to LSA</p> <p><b>HANDWRITING (LKS2)</b></p>	<p><b><u>Planning, Composing and Evaluating</u></b> (All objectives are covered on a weekly basis through the PJS 2 week book/topic based unit- See Appendix 1)</p> <p><b><u>Grammar</u></b></p> <p><b>Revise and consolidate year 3 content and introduce the following:</b></p> <p>.Conjunctions (a wider range for time, place and cause)          ISAWAWUBAB</p> <p>.Possessive pronouns</p> <p>.Adverbials, including fronted adverbials</p> <p>.Prepositions (wider variety to express time, cause and place)</p> <p>.Expanded noun phrases using more adventurous adjectives</p>	<p><b><u>Handwriting</u></b>  <b>Can write neatly and legibly, joining most of the time</b></p> <p>-Join the letter 's'          -Join the letter 'q'          -Join the letter 'o'          -Joining high frequency words          -Join the letter 'z'          -Join the letter 'v'          -Join the letter 'x'          -Join the letter 'w'</p> <p><b><u>Spelling</u></b>  <b>Yr 4 high frequency words</b>  <b>Focus words from Yr 3/4 word list</b></p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Autumn</b></p> <p>.Review Yr 3 suffixes ly              .Review Yr 3 prefixes ily              .Review Yr 3 prefixes ally              .Missing letters and possessive apostrophes              .Suffixes (vowel letters)              .Revise -sion and -tion endings              .Focus on -ssion endings              .Focus on -ation suffix              .Focus on -cian endings</p> </div>	<p><i>The objectives below will be planned for and assessed across the curriculum throughout the year:</i></p> <p><b><u>Speaking</u></b>          - Justify a view by giving clear reasons and evidence          -Use formal/ informal registers when appropriate</p> <p><b><u>Listening</u></b>          -Make useable notes when listening          -Ask relevant questions after listening to build understanding          -Recognise and analyse formal/informal registers when listening</p> <p><b><u>Discussion</u></b>          -Address alternative opinions in discussion          -Take different roles in groups e.g. leader, reporter, scribe mentor</p>
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<p>- Word Reading</p> <p><b><u>Reading Comprehension Lesson (Tue)</u></b></p> <p><b>Retrieval</b>          -Confidently skim and scan texts to record details          -Using relevant quotes to support their answers to questions          -Retrieve and record information from a fiction or non-fiction text</p> <p><b>Inference</b>          -Ask and answer questions appropriately, including some simple inference questions based on character's feelings, thoughts and motives (I know this because questions)          -Infer character's feelings, thoughts and motives from their stated actions          -Consolidate the skill of justifying them using a specific reference point in the text          -Use more than one piece of evidence to justify their answers</p> <p><b>Explaining</b></p>	<p>.Determiners (including number)</p> <p>.Figurative language (including personification and metaphors)</p> <p>. Brackets to add extra information</p> <p><b><u>Function of sentences/sentence structure</u></b></p> <p>.Range of sentence types: subordinate clause/ complex sentences          compound sentences and simple sentences</p> <p>.Command</p> <p>.Statements</p> <p>.Recap ? and !</p> <p><b><u>Verb forms and tenses</u></b></p> <p>.Perfect verb form with more adventurous verbs</p>	<p><b>Spring</b>          . -ous endings          The 'k' sound spelled 'ch'          .The 's' sound spelled 'c'          . -ture endings          . -sure vs -ture endings</p> <p><b>Summer</b>          .Unstressed vowels          . 'sh' sound spelled 'ch'          . -gue endings          . -que endings          . 's' sound spelled 'sc'          .homophones and near homophones          .Words with prefixes un-, dis-, mis- and re-</p>	<p>-Use inclusion techniques when working in a group          e.g. questions, eye contact, people's names</p> <p><b>Drama</b></p> <p><b>AUTUMN TERM - Drama (Christmas Service/Drama Lesson)</b>          Take a full role in presenting a group play by learning lines, making props and creating simple sound and light effects</p> <p><b>SRING TERM</b>  <b>Drama</b>          Articulate clearly and project the voice</p> <p><b>Speaking</b>          Tell a story which is clear, structured and detailed (to be covered in the above drama lesson)</p> <p><b>SUMMER TERM</b></p>
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<p>-Discussing words and phrases that capture the reader's interest and imagination</p> <p>-Identifying how language, structure and presentation contribute to meaning</p> <p>-Recognise authorial choices and the purpose of these</p> <p><b>Summarise</b></p> <p>-Use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information</p> <p>-Identifying main ideas drawn from more than one paragraph</p> <p>-Identify themes from a wide range of books</p> <p>-Summarise whole paragraphs, chapters or texts</p> <p>-Highlight key information and record it in bullet points, diagrams, maps etc.</p> <p><b>Prediction</b></p> <p>-Justify predictions using evidence from the text</p>	<p>.Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)</p> <p><b><u>Punctuation:</u></b></p> <p>Commas after fronted adverbials</p> <p>Direct speech using inverted commas and capitals at start of speech</p>		<p><b>Drama</b></p> <p>Choose vocabulary and movement to match the place and time in a dramatic scene</p>
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-Use relevant prior knowledge as well as details from the text to form predictions and to justify them  
-Monitor these predictions and compare them with the text as they read on

**Vocabulary**

-Use dictionaries to check the meaning of words that they have read  
-Use a thesaurus to find synonyms  
-Discuss why words have been chosen and the effect these have on the reader  
-Explain how words capture the interest of the reader  
-Discuss new and unusual vocabulary and clarify the meaning of these  
-Find the meaning of new words using the context of the sentence

## English – Year 5

In Year 5, children will cover the genres:

To Entertain	To Inform	To Persuade	To Discuss
<ul style="list-style-type: none"> <li>♦ Narratives</li> <li>♦ Descriptions (character/setting)</li> <li>♦ Poetry</li> </ul>	<ul style="list-style-type: none"> <li>♦ Recount/Diary</li> <li>♦ Letter (formal)</li> <li>♦ Biography/autobiography</li> <li>♦ Newspaper article</li> <li>♦ Non-chronological report (explanation, information and instructions)</li> </ul>	<ul style="list-style-type: none"> <li>♦ Advertisement</li> <li>♦ Letter (formal)</li> <li>♦ Speech</li> </ul>	<ul style="list-style-type: none"> <li>♦ Balanced argument</li> </ul>

And study the books/topics: Harry Potter, The Hobbit, The Wolf Wilder, Wonder, The Butterfly Lion, Street Child, Running Wild, Kensuke's Kingdom, The Explorer, The Jungle Book, A Midsummer Night's Dream, The Sword in the Stone and extra whole school enrichment projects.

In addition to previous learning, pupils should learn to...

<b>Reading</b>	<b>Writing</b>	<b>Transcription</b>	<b>Speaking and Listening</b>
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<p>Reading Carousel VIPERS These skills are also covered during our carousel slots daily and during interventions. They are woven through our curriculum</p> <p>CT INFERENCE GROUP (ALL YEAR GROUPS) -VIPER skills -Speaking and Listening skills -Echo reading</p> <p>INDEPENDENT COMPREHENSION (ALL YEAR GROUPS) -VIPER skills - Word Reading: use an understanding of morphology and etymology to aid them in reading unfamiliar words - Independently read a range of fiction, poetry, plays, non-fiction, reference and text books</p> <p>ENJOY READING BOOK (ALL YEAR GROUPS) - Independently read a range of fiction, poetry, plays, non-fiction, reference and text books (BIG CAT COLLINS- banded by comprehension level) - VIPER skills when reading to LSA - Speaking/Discussion skills when reading to LSA</p>	<p>Planning, Composing and Evaluating (All objectives are covered on a weekly basis through the PJS 2 week book/topic based unit- See Appendix 1)</p> <p><b><u>Grammar</u></b> Conjunctions (a wider range e.g. despite) and understand the difference between before and after being used as a conjunction vs an adverbial phrase</p> <p>Relative pronoun</p> <p>Modal verbs/adverbs</p> <p>More advanced adverbials for a range of purposes e.g. how, how often, where, how much)</p> <p>Prepositions (wider range, varying position within a sentence)</p> <p>Complex expanded noun phrases including prepositional phrases and adventurous adjectives</p> <p>Determiners (including possessive determiners)</p>	<p><b><u>Handwriting and Presentation</u></b> Can write neatly and legibly, joining most of the time</p> <p><b><u>Spelling</u></b> Yr 5 high frequency words Focus words from Yr 5/6-word list</p> <p><b><u>Autumn</u></b> Review of Yr 4 prefixes Review of Yr 4 suffixes Words containing the letter string -ough Homophones and near homophones Words ending in -ious Endings that sound like 'sh' and are spelled -cial or -tial Words ending in -able and -ible Words ending in -ably and -ibly</p> <p><b><u>Spring</u></b> Homophones and near homophones (covered multiple times) Words with silent letters Words ending in -ant and -ent Words ending in -ance/-ancy and -ence/-ency</p> <p><b><u>Summer</u></b> Revision of prefixes Converting nouns and adjectives into verbs The possessive apostrophe- plurals Turning adjectives into adverbs</p>	<p>The objectives below will be planned for and assessed across the curriculum throughout the year:</p> <p><b><u>Speaking</u></b> -Present a well-structured, persuasive argument including reasons and evidence -Use language fluidly to speculate, hypothesise, imagine and explore ideas</p> <p><b><u>Listening</u></b> Analyse the use of persuasive language in different contexts -Identify and analyse the use of different question types e.g. open, closed, leading, probing, hypothetical, rhetorical, challenging and reflective</p> <p><b><u>Discussion</u></b> Plan and manage a group task over time -Use a range of question types in discussion and conversation -Use a range of techniques (e.g. compromise, considering consequences, combining ideas) to reach an agreement in a group</p>
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<p>Reading Comprehension Lesson (Tue)</p> <p><b><u>Retrieval</u></b></p> <ul style="list-style-type: none"> <li>-Confidently skim and scan and also use the skill of reading before and after to retrieve information</li> <li>-Use evidence from across larger sections of text</li> <li>-Read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts</li> <li>-Retrieve, record and present information from non-fiction texts</li> <li>-Ask their own questions and follow a line of enquiry</li> </ul> <p><b><u>Inference</u></b></p> <ul style="list-style-type: none"> <li>-Drawing inferences such as inferring character's feelings, thoughts and motives from their actions, justifying them with inferences</li> <li>-Make inferences about actions, feelings, events or states</li> <li>-Use figurative language to infer meaning</li> <li>-Give one or two pieces of evidence to support the point they are making</li> <li>-Begin the draw evidence from more than one place across the text</li> </ul> <p><b><u>Explaining</u></b></p> <ul style="list-style-type: none"> <li>-Provide increasingly reasoned justifications for their views</li> </ul>	<p>Figurative language (including hyperbole and oxymoron)</p> <p>Formal/ informal language (e.g. contractions for informal)</p> <p><b><u>Function of sentences/sentence structure</u></b></p> <p>Relative embedded clauses</p> <p>Subordinate clause (before/ after main clause)</p> <p><b><u>Verb forms and tenses</u></b></p> <p>Perfect verb form with links to formality e.g. fitting the formality of a newspaper report</p> <p>Progressive verb form</p> <p><b><u>Punctuation</u></b></p> <p>Commas to mark clauses and phrases</p> <p>Brackets</p> <p>Dashes</p> <p>Bullet points</p> <p>Direct speech using inverted commas, capitals at start of speech, punctuation at the end of speech, new speaker new line</p>		<p>(DOTW)</p> <p><b><u>Drama</u></b></p> <p>AUTUMN TERM</p> <p><b>Drama</b></p> <p>Vary voice for dramatic effect e.g. by using volume, tone and pitch</p> <p>SPRING TERM</p> <p><b>Drama</b></p> <p>Invent dialogue, gesture and movement to suit a character</p> <p><b>Speaking</b></p> <p>Use repetition, recapping and humour in storytelling and presentations to maintain the interest of the listener</p> <p>SUMMER TERM</p> <p><b>Drama</b></p> <p>Perform a published script with appropriate voice, gesture and staging</p> <p>-Present a well-structured, persuasive argument including reasons and evidence</p> <p>-Use language fluidly to speculate, hypothesise, imagine and explore ideas</p>
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<ul style="list-style-type: none"><li>-Recommend books for peers in detail</li><li>-Give reasons for authorial choices</li><li>-Begin to challenge points of view</li><li>-Begin to distinguish between fact and opinion</li><li>-Identify how language, structure and presentation contribute to meaning</li><li>-Discuss and evaluate how an author's use language, including figurative language, considering the impact on the reader</li><li>-Explain and discuss their understanding of what they have read, including through formal presentations and debates</li></ul> <p><b><u>Summarise</u></b></p> <ul style="list-style-type: none"><li>-Summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text, identifying key details to support the main ideas</li><li>-Make connection between information across the text and include this in an answer</li><li>- Discuss the themes or conventions from a chapter or text</li><li>-Identifying themes across a wide range of writing</li></ul> <p><b><u>Prediction</u></b></p> <ul style="list-style-type: none"><li>-Predicting what might happen from detail stated and implied</li><li>-Support predictions with relevant evidence from the text</li></ul>			-
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-Confirm and modify predictions as they read on

**Vocabulary**

- Exploring the meaning of words in context, confidently using a dictionary
- Discuss how the author's choice of language impacts the reader
- Evaluate the authors use of language
- Investigate alternative word choices that could be made
- Begin to look at the use of figurative language
- Use a thesaurus to find synonyms for a larger variety of words
- Re-write passages using alternative word choices

## English – Year 6

In Year 6, children will cover the genres:

To Entertain	To Inform	To Persuade	To Discuss
<ul style="list-style-type: none"> <li>♦ Narratives</li> <li>♦ Descriptions (character/setting)</li> <li>♦ Poetry</li> <li>♦ Dialogue</li> </ul>	<ul style="list-style-type: none"> <li>♦ Recount/Diary</li> <li>♦ Letter (formal and informal)</li> <li>♦ Biography/autobiography</li> <li>♦ Newspaper article</li> <li>♦ Non-chronological report (explanation, information)</li> <li>-Instructions</li> </ul>	<ul style="list-style-type: none"> <li>♦ Advertisement</li> <li>♦ Letter (informal)</li> </ul>	<ul style="list-style-type: none"> <li>♦ Balanced argument</li> </ul>

And study the books/topics: Jurassic Park (book), Light house Keeper (Literacy Shed), Alma (Literacy Shed) War Horse (book), Journey to the Centre of the Earth (book), Christmas Carol (book), The Boy in the Tower (book), Skellig (book), Holes (book), Mortal Engines (book), Thousand Year Old Boy (book), Boy at the Back of the Class (book), Sherlock Holmes (book), Beauty and the Beast (book)

In addition to previous learning, pupils should learn to...

<b>Reading</b>	<b>Writing</b>	<b>Transcription</b>	<b>Speaking and Listening</b>
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<p><b><u>Reading Carousel</u></b>  <b>VIPERS</b>  <i>These skills are also covered during our carousel slots daily and during interventions. They are woven through our curriculum</i></p> <p><b>CT INFERENCE GROUP (ALL YEAR GROUPS)</b>          -VIPER skills          -Speaking and Listening skills          -Echo reading</p> <p><b>INDEPENDENT COMPREHENSION (ALL YEAR GROUPS)</b>          -VIPER skills          - Word Reading: use an understanding of morphology and etymology to aid them in reading unfamiliar words          - Independently read a range of fiction, poetry, plays, non-fiction, reference and text books</p> <p><b>ENJOY READING BOOK (ALL YEAR GROUPS)</b>          - Independently read a range of fiction, poetry, plays, non-fiction, reference and text books (BIG CAT COLLINS- banded by comprehension level)          - VIPER skills when reading to LSA          - Speaking/Discussion skills when reading to LSA</p>	<p><b><u>Planning, Composing and Evaluating</u></b> (All objectives are covered on a weekly basis through the PJS 2-week book/topic based unit- See Appendix 1)</p> <p><b><u>Grammar</u></b>          Revise and consolidate year 5 content and introduce the following:          Conjunctions (full range, varying clause position for effect)          All types of pronouns for cohesion          .Range of verbs (e.g. modal, imperative and use range of prefixes and suffixes to affect verb meaning)          Wide range of adverbial and prepositional phrases for effect, varying position within a sentence.</p>	<p><b><u>Handwriting and Presentation</u></b>          Can write neatly and legibly, joining some of the time</p> <p><b><u>Spelling</u></b>          Can spell most of the words from the year 5/6 spelling list  <b>Yr 6 high frequency words</b>  <b>Focus words from Yr 5/6 word list</b></p> <div data-bbox="1176 646 1612 1329"> <p><b>Autumn</b>          . 'ei' following the letter 'c'          . Adding prefixes/suffixes to root word 'fer'          Use of hyphens (for prefixes as a focus)          . Words ending in -que and -gue          . 'ch' makes 'k' sound and 'ch' makes 'sh' sound          Revision of words ending in -sure and -ture          . Revision of 'ou' spells 'u', as in trouble          . Revise common silent letters          Revision of 'shal' and 'shus' endings</p> </div>	<p><i>The objectives below will be planned for and assessed across the curriculum throughout the year:</i></p> <p><b><u>Speaking</u></b>          -Give and justify an opinion in an appropriate manner          -Agree and disagree constructively with others' views          -Adapt their talk depending on the response of the listener</p> <p><b><u>Listening</u></b>          -Make notes when listening for a sustained period of time          -Identify and adopt features of formal register          -Analyse and evaluate a range of successful speakers for useful techniques</p>
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<p><b>VOCABULARY BUILDER (UPKS2)</b></p> <p>- Word Reading: use an understanding of morphology and etymology to aid them in reading unfamiliar words</p> <p>-Dictionary skills (VOCABULARY)</p> <p><b><u>Reading Comprehension Lesson (Tue)</u></b></p> <p><b>Retrieval</b></p> <p>-Children confidently skim and scan, and use the skill of reading before and after, to retrieve information</p> <p>*They use evidence from across whole chapters and texts</p> <p>-Read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts</p> <p>-Retrieve, record and present information from a wide variety of non-fiction texts</p> <p>-Ask their own questions and follow a line of enquiry</p> <p><b>Inference</b></p> <p>-Drawing inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>.Complex expanded noun phrases including prepositions and hyphenated adjectives e.g. for colours</p> <p>.Wide range of determiners</p> <p>.Wide range of figurative language (alliteration, onomatopoeia, similes, metaphors, idioms, hyperbole)</p> <p>.Formal/informal language - the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing)</p> <p>.Synonyms and antonyms</p> <p>.Subject/object</p> <p>.Active and passive voice</p>	<p>.Review of able/ably and ible/ibly</p> <p>-'ant' vs 'ent' endings</p> <p>.'ance' vs 'ence' endings</p> <p>.'ancy' vs 'ency' endings</p> <p>.Revise the use of the -ough letter string</p> <p>-'ious' endings</p> <p>.Review the role and use of suffixes</p> <p><b>Spring</b></p> <p>.Use of hyphens (general)</p> <p>.'ou' sound</p> <p>.Revision of 'shun' endings</p> <p>.Revise word list words (mixed)</p> <p>.Review of homophones</p> <p>.Review of the use of apostrophes</p> <p>.Focus 'ei', 'eigh' and 'ey', 'ea' and 'aigh'</p> <p>.Etymology - words with the 's' sound spelled 'sc'</p> <p>. Etymology - American and British spellings</p>	<p><b>Discussion</b></p> <p>-Use the conventions and language of formal debate</p> <p>-Successfully counter another argument during a debate or discussion</p> <p>-Consider, evaluate and build on different viewpoints during debates and discussions (DOTW) and PSHE curriculum</p> <p><b>Drama</b></p> <table><tr><td><b>AUTUMN TERM</b> - assessed in summer production</td></tr><tr><td><b>SRING TERM</b> assessed in summer production</td></tr><tr><td><b>SUMMER TERM</b> End of Year Production</td></tr><tr><td>-Sustain a character in role</td></tr><tr><td>-Take a full role in organising and presenting a play</td></tr></table>	<b>AUTUMN TERM</b> - assessed in summer production	<b>SRING TERM</b> assessed in summer production	<b>SUMMER TERM</b> End of Year Production	-Sustain a character in role	-Take a full role in organising and presenting a play
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<b>SUMMER TERM</b> End of Year Production								
-Sustain a character in role								
-Take a full role in organising and presenting a play								

<p>- Discuss how characters change and develop through texts by drawing inferences based on indirect clues</p> <p>-Make inferences about events, feelings and states and backing these up with evidence</p> <p>-Infer character's feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places in the text</p> <p><b>Explaining</b></p> <p>-Provide increasingly reasoned justification for their views</p> <p>-Recommend books for peers in detail</p> <p>-Give reasons for authorial choices</p> <p>-Begin to challenge points of view</p> <p>-Begin to distinguish between fact and opinion</p> <p>-Identifying how language, structure and presentation contribute to meaning</p> <p>-Discuss and evaluate how an author's use of language, including figurative</p>	<p>.Direct vs reported speech</p> <p><b><u>Function of sentences/sentence structure</u></b></p> <p>.Complex sentences</p> <p>.Experiment with clause positions and orchestrate a range of sentence structures (ISPACED)</p> <p>.Relative clause (both embedded and at end of sentence)</p> <p><b><u>Verb forms and tenses</u></b></p> <p>.Recap simple and perfect tenses</p> <p>.Progressive verb form/ perfect progressive</p> <p>.Active and passive verbs</p>	<p><b>Summer</b></p> <p>.Recap trickier spelling rules and practise mixed spellings</p>	<p>-Interpret and rehearse scenes from published plays</p>
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<p>language, considering the impact on the reader</p> <ul style="list-style-type: none"> <li>-Explain and discuss their understanding of what they have read, including through formal presentations and debates</li> <li>-Distinguish between fact, opinion and bias explaining how they know this</li> </ul> <p><b>Summarise</b></p> <ul style="list-style-type: none"> <li>-Summarise information from across a text and link information by analysing and evaluating ideas between sections of text</li> <li>-Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</li> <li>-Make comparisons across different books</li> <li>-Summarise entire texts. In addition to chapters or paragraphs, using a limited amount of words or paragraphs</li> </ul> <p><b>Prediction</b></p> <ul style="list-style-type: none"> <li>-Predicting what might happen from details stated and implied</li> </ul>	<p>.Subjunctive form</p> <p><b><u>Punctuation:</u></b></p> <p>Ellipsis Hyphen Colon Semi colon Brackets and dashes Bullet points (correctly punctuated) Direct speech using inverted commas ,capitals at start of speech, punctuation at the end of speech, new speaker new line including split speech</p>		
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- Support predictions by using relevant evidence from the text
- Confirm and modify predictions in light of new information

**Vocabulary**

- Evaluate how the author's use of language impacts upon the reader
- Find examples of figurative language and how this impacts the reader and contributes to meaning or mood
- Discuss how presentation and structure combine to meaning
- Explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph

