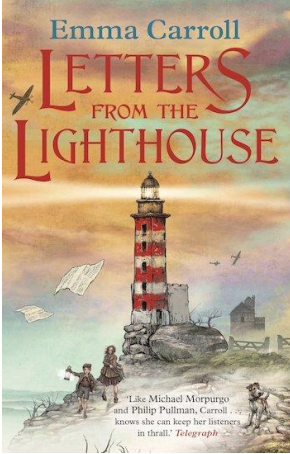
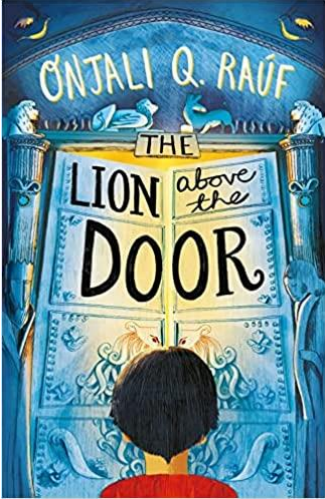
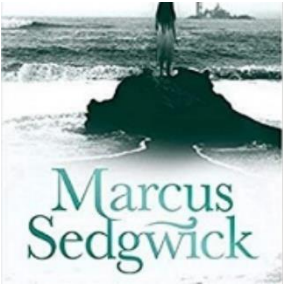
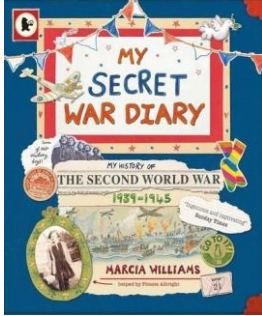
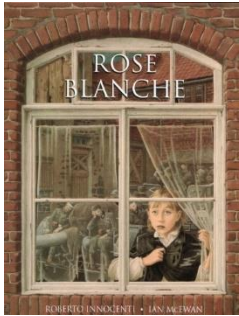
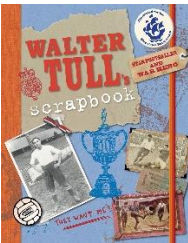
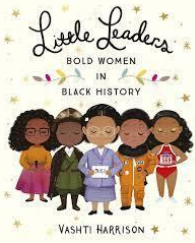
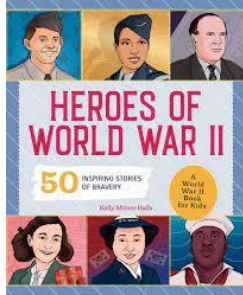


	Autumn term	Spring	Summer term
Main book focus and genre	 Different viewpoints- what has been learnt about different characters, how will they react in different scenarios? How was evacuation different for Olive and Cliff- diary entries. Re-writing the postcards to their mother- this time telling the truth. How can the characters be conveyed through dialogue?	 Writing to inform- how people from all over the world were involved in WW2. Narrative- History is made up of different peoples stories- create a narrative based on Leo's journey.	 Passive voice Character and setting work- focusing on authorial intent Revision of Year 6 learning- Recount, diary entry Narrative- mystery story
Supporting book/media focus and genre	 	  	
Reading Comprehension-VIPERS	V-evaluate how the authors' use of language impacts upon the reader V-find examples of figurative language and how this impacts the reader and contributes to meaning or mood. I-drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. I-discuss how characters change and develop through texts by drawing inferences based on indirect clues. P-predicting what might happen from details stated and implied E-provide increasingly reasoned justification for my views R-Children confidently skim and scan, and also use the skill of reading before and after to retrieve information. *They use evidence from across whole chapters or texts R-Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts. S-summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.	V-discuss how presentation and structure contribute to meaning. V-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. I-make inferences about events, feelings, states backing these up with evidence. I-infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text P-support predictions by using relevant evidence from the text P-confirm and modify predictions in light of new information. E-recommend books for peers in detail E-give reasons for authorial choices E-begin to challenge points of view R-Retrieve, record and present information from a wide variety of non-fiction texts. R-Ask my own questions and follow a line of enquiry.	E- identifying how language, structure and presentation contribute to meaning E-discuss and evaluate how authors use language, including figurative language, considering the impact on the reader E-explain and discuss their understanding of what they have read, including through formal presentations and debates. E- distinguish between fact, opinion and bias explaining how they know this. S- summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas S- make comparisons across different books. S-summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.

Reading fluency Year 5- 150 WPM Year 6- 150-220+ WPM	Read age-appropriate texts fluently and with confidence; Notice and respond to punctuation and phrasing when reading aloud	Gain, maintain and monitor the interest of the listener; Automatically read a wide range of exception words, including the Y5-6 list and similar words which occur in texts	Learn and recite a wider range of poetry, sometimes by heart; Read aloud and perform poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to the audience
Sentence structure/punctuation objectives	Semi-colon, colon, dash to mark independent clauses Commas to clarify meaning and to avoid ambiguity	Difference between structures typical of informal speech and structures appropriate for formal speech and writing How hyphens can be used to avoid ambiguity Subjunctive in speech	<u>Revision</u> Modal verbs and apostrophes for contraction in speech Revise cohesion in paragraphs. Revise parenthesis Commands to clarify meaning of ambiguity
Grammar objectives	<u>Year 6</u> Revision of pronoun and noun choice for cohesion Linking ideas of time across paragraphs using adverbials of time and number Linking ideas across paragraphs using a wider range of cohesive devices	<u>Year 6</u> Use of the passive to affect the presentation of information in a sentence	<u>Year 6</u> Revision of taught grammar
Vocabulary and spelling objectives	Words ending ‘-able’/ ‘-ably’, and ‘-ible’/‘-ibly’ Strategies for learning words: words ending ‘-able’ and ‘-ible’ Adding suffixes beginning with vowels to words ending in ‘-fer’ Proofreading in smaller chunks (sentences, paragraphs) Homophones (‘ce’/‘se’) Endings that sound like /ʃəs/ spelt ‘-cious’ or ‘-tious’	Words with ‘ough’ letter string Words ending ‘-cial’ and ‘-tial’ Generating words from prefixes Homophones Revisiting plurals Generating words from prefixes and roots Revisiting using prefixes Word origins	Revisiting using Suffixes Words ending in ‘ant’, ‘-ance’ and ‘-ancy’ Root words and meaning Words ending ‘-ent’, ‘-ence’ and ‘-ency’ Homophones: dictation Statutory word test
Handwriting Nelson Handwriting	Practise consistency and size of letters Practising using a diagonal joining line Practising leaving an equal space between letters Practising using a horizontal joining line Practising the size and height of letters	Practising joining to the letter y Practising joining from the letter i Practising joining to and from the letter w Practising crossing double tt on completing the word	Practising drafting and editing Practise speedwriting
End of Year Expectations	By the end of Year 6, pupils’ reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7. Across all subjects, there will continue to be a need for pupils to learn subject specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing.		

