

# English Curriculum - Year 6

AUTUMN TERM				
<b>Curriculum focus/links</b>	<b>History</b> - Can war ever be justified? <b>Geography</b> - Who are Britain's National Parks for? <b>Science</b> - Animals including Humans and Living Things and their Habitat <b>RE</b> - Judaism, Humanism and Christianity			
<b>Genre and Text/Focus</b>	<b>When the Sky Falls</b> By Phil Earle	<b>The Creatures of Pandora</b>	<b>Hidden Figures</b> by Margot Lee Shetterly	<b>War Poetry</b>  <b>In Flanders Field</b>
<b>Writing Outcome</b>	Narrative – conquering the monster (suspense focus)	Non-chronological report	Biography (based on influential person/diverse character)	<p><b>Poetry</b>  <b>Free Verse</b>  <b>Poetic Devices</b></p> <p>In Year 6 children should have the opportunity to read a range of poems where all poetic devices are used and comment on why the author has chosen to include them.</p> <ul style="list-style-type: none"> <li>• A blackout poem is when a poet takes a marker to already established text--like in a newspaper--and starts redacting words until a poem is formed.</li> <li>• The key thing with a blackout poem is that the text AND redacted text form a sort of visual poem.</li> </ul> <p><u>Suggesting writing outcomes</u>            Exploring with children how poetry can be used to project their 'voice' on issues important to them – link to</p>

<p><b>Vocabulary, Grammar and Punctuation</b></p>	<ul style="list-style-type: none"> <li>Using dashes to mark boundaries between independent clauses</li> <li>Recap using a colon to introduce a list</li> <li>Introduce difference between passive and active verbs</li> <li>Linking ideas across paragraphs using a wider range of cohesive devices: the use of adverbials of time</li> <li>Using expanded noun phrases to convey complicated information concisely</li> <li>Use dialogue to show character</li> <li>3rd person - past tense</li> <li>Figurative language (similes/metaphors/alliteration)</li> </ul>	<ul style="list-style-type: none"> <li>Using headings, sub-headings, bullet points, underlining to aid presentation</li> <li>Using semi-colons or dashes to mark boundaries between independent clauses</li> <li>Begin to use the passive voice</li> <li>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase</li> <li>Using expanded noun phrases to convey complicated information concisely</li> <li>Recap use of the colon to introduce a list and begin to use of semicolons within lists</li> <li>Use of provisional statements with words and phrases like usually..., seem to be..., tend to...,</li> <li>Technical vocabulary to add precision e.g. spine, compression, glucose</li> </ul>	<ul style="list-style-type: none"> <li>Using dashes to mark boundaries between independent clauses</li> <li>Using a colon to introduce a list</li> <li>continue to learn the difference between passive and active verbs</li> <li>Linking ideas across paragraphs using a wider range of cohesive devices: the use of adverbials of time</li> <li>Using expanded noun phrases to convey complicated information concisely</li> <li>Vary sentence structure, length and type</li> <li>How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</li> <li>Continue to use brackets to indicate parenthesis</li> <li>Consistent use of varied tenses</li> <li>3rd person</li> </ul>	<p>Remembrance Day/WW1</p> <p><u>Reading Objectives</u></p> <ul style="list-style-type: none"> <li>Continue to read and discuss an increasingly wide range of poetry</li> <li>Read poems that are structured in different ways</li> <li>Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> <li>Identify how language, structure and presentation contribute to meaning</li> <li>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul> <p><u>Writing Objectives</u></p> <ul style="list-style-type: none"> <li>Identify the audience and purpose of the writing, selecting the appropriate form and using other similar poems as models for their own</li> <li>Select appropriate vocabulary, understanding how such choices can change and enhance meaning</li> <li>Assess the effectiveness of their own and others' writing</li> <li>Perform their own compositions, using appropriate intonation,</li> </ul>
---	---	--	---	---

Revision of Year 5 Objectives	
Week 1	Relative Clauses
Week 2	Modal Verbs
Week 3	Adverbs
Week 4	Parenthesis
Week 5	Expanded Noun Phrases
Week 6	Commas
Week 7	Present Tense
Week 8	Past Tense

Week 1	Identifying Nouns and Verbs in sentences
Week 2	Identifying Adjectives and Adverbs in sentences
Week 3	Identifying subjects and objects in sentences
Week 4	Identifying Determiners, Conjunctions and Prepositions in sentences
Week 5	Identifying word classes
Week 6	Synonyms and Antonyms

### Transcription-handwriting

write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

#### Nelson Handwriting Developing Skills Book 4 - orange

Week 1	Revising difficult joins - ve, we, oe, fe, re ( <b>green book</b> )
Week 2	Flashback
Week 3	Revising sloped writing
Week 4	Ensuring letter are correct height and size
Week 5	Practising spacing

write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

#### Nelson Handwriting Developing Skills Book 4 - orange

Week 1	Practising capital letters - unit 6
Week 2	Practising fluency - unit 7
Week 3	Practising keeping letters in correct proportion - unit 9
Week 4	Practising presentation - unit 10
Week 5	Practising writing instructions - unit 11

	<table border="1"> <tr> <td data-bbox="297 193 461 268">Week 6</td> <td data-bbox="461 193 1211 268">Practising speed writing</td> </tr> </table>	Week 6	Practising speed writing	<table border="1"> <tr> <td data-bbox="1211 193 1391 268">Week 6</td> <td data-bbox="1391 193 2150 268">Check up week - assess process not product</td> </tr> </table>	Week 6	Check up week - assess process not product																	
Week 6	Practising speed writing																						
Week 6	Check up week - assess process not product																						
<b>Transcription – spelling</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand the guidance for adding them</li> <li>• spell some words with ‘silent’ letters [for example, knight, psalm, solemn]</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• use a thesaurus</li> </ul> <table border="1"> <thead> <tr> <th data-bbox="297 1023 483 1086"></th> <th data-bbox="483 1023 707 1086">Focus</th> <th data-bbox="707 1023 1211 1086">Common Exception Words</th> </tr> </thead> <tbody> <tr> <td data-bbox="297 1086 483 1206">Week 1</td> <td data-bbox="483 1086 707 1206">Prefixes and suffixes (ward/light)</td> <td data-bbox="707 1086 1211 1206">awkward, lightning</td> </tr> <tr> <td data-bbox="297 1206 483 1326">Week 2</td> <td data-bbox="483 1206 707 1326">Prefixes and suffixes (termine)</td> <td data-bbox="707 1206 1211 1326">determined</td> </tr> </tbody> </table>		Focus	Common Exception Words	Week 1	Prefixes and suffixes (ward/light)	awkward, lightning	Week 2	Prefixes and suffixes (termine)	determined	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand the guidance for adding them</li> <li>• spell some words with ‘silent’ letters [for example, knight, psalm, solemn]</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• use a thesaurus</li> </ul> <table border="1"> <thead> <tr> <th data-bbox="1211 1023 1406 1086"></th> <th data-bbox="1406 1023 1637 1086">Focus</th> <th data-bbox="1637 1023 2150 1086">Common Exception Words</th> </tr> </thead> <tbody> <tr> <td data-bbox="1211 1086 1406 1174">Week 1</td> <td data-bbox="1406 1086 1637 1174">Silent letters g, k,</td> <td data-bbox="1637 1086 2150 1174">environment, government</td> </tr> <tr> <td data-bbox="1211 1174 1406 1238">Week 2</td> <td data-bbox="1406 1174 1637 1238">Letter string ei-</td> <td data-bbox="1637 1174 2150 1238">foreign, leisure</td> </tr> <tr> <td data-bbox="1211 1238 1406 1326">Week 3</td> <td data-bbox="1406 1238 1637 1326">Suffixes ant/ance</td> <td data-bbox="1637 1238 2150 1326">relevant</td> </tr> </tbody> </table>		Focus	Common Exception Words	Week 1	Silent letters g, k,	environment, government	Week 2	Letter string ei-	foreign, leisure	Week 3	Suffixes ant/ance	relevant
	Focus	Common Exception Words																					
Week 1	Prefixes and suffixes (ward/light)	awkward, lightning																					
Week 2	Prefixes and suffixes (termine)	determined																					
	Focus	Common Exception Words																					
Week 1	Silent letters g, k,	environment, government																					
Week 2	Letter string ei-	foreign, leisure																					
Week 3	Suffixes ant/ance	relevant																					

	Week 3	Prefixes and suffixes (hind)	hindrance	Week 4	Suffixes ent/ence	apparent, convenience, excellent, existence
	Week 4	Prefixes and suffixes (sci)	conscious, conscience	Week 5	Suffix -ous	
	Week 5	Prefixes and suffixes (medi)	immediate, immediately	Week 6	Suffix -ial	
	Week 6	Prefixes and suffixes (sign)				

**Reading- key objectives**

Reading objectives will be covered through a range of reading activities including whole class reading, reading for pleasure and whole class reading.

Pupils should be taught to:

Word reading

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet

Comprehension

maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their 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
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing 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

understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

	<ul style="list-style-type: none"> <li>• predicting what might happen from details stated and implied</li> <li>• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>• identifying how language, structure and presentation contribute to meaning</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• distinguish between statements of fact and opinion retrieve, record and present information from non-fiction</li> <li>• participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> <li>• explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> <li>• provide reasoned justifications for their views</li> </ul>			
<p><b>Focus (highlight chosen focus)</b></p>	<ul style="list-style-type: none"> <li>- Structure of text</li> <li>- Role of character/issues/information</li> <li>- Role of setting/mood/tone</li> <li>- use of language, including figurative language</li> <li>- writer's perspective</li> </ul>	<ul style="list-style-type: none"> <li>- Structure of text</li> <li>- Role of character/issues/information</li> <li>- Role of setting/mood/tone</li> <li>- use of language, including figurative language</li> <li>- writer's perspective</li> </ul>	<ul style="list-style-type: none"> <li>- Structure of text</li> <li>- Role of character/issues/information</li> <li>- Role of setting/mood/tone</li> <li>- use of language, including figurative language</li> <li>- writer's perspective</li> </ul>	<ul style="list-style-type: none"> <li>- Structure of text</li> <li>- Role of character/issues/information</li> <li>- Role of setting/mood/tone</li> <li>- use of language, including figurative language</li> <li>- writer's perspective</li> </ul>

**SPRING TERM**

<b>Curriculum focus/links</b>	<b>History - Ancient Greeks - Does Alexander deserve the title 'great'?</b> <b>Geography - Distribution of natural resources - What are they, where are they found, why are they important?</b> <b>Science - Electricity and Sound</b> <b>RE - Christianity</b>			
<b>Genre and Text/Focus</b>	<b>Dracula by Bram Stoker</b>	<b>Visit Athens</b>	<b>Brightstorm by Vashti Hardy</b>	<b>The Raven – Edgar Alan Poe</b>
<b>Writing Outcome</b>	Narrative – tale of fear (characterisation and dialogue)	Persuasion (purpose, audience & form) adapted each year)	Narrative – journey (setting)	Poetry - Narrative <ul style="list-style-type: none"> <li>● A narrative poem in literature is a poem which tells a story. It has a full storyline with all the elements of a traditional story. These elements include characters, plot, conflict and resolution, setting and action.</li> <li>● Narrative poems include old epics, lays and ballads.</li> </ul> <p style="text-align: center;"><u>Suggested Writing Outcomes</u></p> <ul style="list-style-type: none"> <li>● Change the ending of a narrative poem</li> <li>● Write the poem as a story</li> <li>● Tell from another point of view</li> </ul>
<b>Vocabulary, Grammar and Punctuation</b>	<ul style="list-style-type: none"> <li>● Using semi-colons or dashes to mark boundaries between independent clauses</li> <li>● Subjunctive form</li> <li>● How hyphens can be used to avoid ambiguity [for example,</li> </ul>	<ul style="list-style-type: none"> <li>● Using a colon to introduce a list</li> <li>● Subjunctive form</li> <li>● Building upon the use of relative clauses at the end (where, when, whose)</li> <li>● Brackets to indicate parenthesis</li> </ul>	<ul style="list-style-type: none"> <li>● Dialogue to show character with a focus on speech verbs</li> <li>● Use of commas to clarify meaning or avoid ambiguity</li> <li>● Linking ideas across paragraphs using adverbials of time [for</li> </ul>	<p><u>Reading Objectives</u></p> <ul style="list-style-type: none"> <li>● Continue to read and discuss an increasingly wide range of poetry</li> <li>● Read poems that are structured in different ways</li> </ul>

	<p>man eating shark versus man-eating shark, or recover versus re-cover]</p> <ul style="list-style-type: none"> <li>Recap modal verb forms</li> <li>Dialogue to show character internal voice</li> <li>Rhetorical questions</li> <li>Subordination to add extra details</li> </ul>	<ul style="list-style-type: none"> <li>Modal verbs [for example, might, should, will, might]</li> <li>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</li> <li>Indicating degrees of possibility using adverbs [for example, perhaps, surely]</li> <li>Rhetorical questions</li> <li>Exaggeration</li> <li>Extreme adjectives and superlative</li> </ul>	<p>example, later], place (nearby)</p> <ul style="list-style-type: none"> <li>Using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>Linking ideas across paragraphs using a wider range of cohesive devices: for example, the use of adverbials</li> <li>Using the perfect form of verbs to mark relationships of time and cause</li> <li>Balance action, dialogue and description</li> </ul>	<ul style="list-style-type: none"> <li>Make comparisons within and across poems</li> <li>Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> <li>Identify how language, structure and presentation contribute to meaning</li> <li>Draw Inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul> <p><u>Writing Objectives</u></p> <ul style="list-style-type: none"> <li>In narrative poems, describe settings, characters and atmosphere</li> <li>Identify the audience and purpose of the writing, selecting the appropriate form and using other similar poems as models for their own</li> <li>Select appropriate vocabulary, understanding how such choices can change and enhance meaning</li> <li>Assess the effectiveness of their own and others' writing</li> <li>Perform their own compositions, using appropriate intonation,</li> </ul>
--	--	--	---	--

Week 1	Was or Were?
Week 2	Recognising Subjunctive form
Week 3	Using Subjunctive form
Week 4	Identifying Verbs in a sentence
Week 5	Recognising the Passive Verb
Week 6	Using the Passive Verb

Week 1	Identifying clauses
Week 2	Using semi-colons to mark clause
Week 3	Using colons to mark boundaries
Week 4	Using dashes to mark boundaries
Week 5	Using punctuation to mark boundaries

**Transcription  
– handwriting**

write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

**Nelson Handwriting Developing Skills Book 4 - orange**

Week 1	Practising fluency - unit 14
Week 2	Practising writing double letters - unit 15
Week 3	Practising speed writing - unit 16
Week 4	Ensuring letters are in correct proportion
Week 5	Practising presentation
Week 6	Begin to develop an individual handwriting style

write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

**Nelson Handwriting Developing Skills Book 4 - orange**

Week 1	Continue to practise handwriting to become fluent and legible (as per TAFs)
Week 2	Continue to practise handwriting to become fluent and legible (as per TAFs)
Week 3	Continue to practise handwriting to become fluent and legible (as per TAFs)
Week 4	Continue to practise handwriting to become fluent and legible (as per TAFs)
Week 5	Continue to practise handwriting to become fluent and

		<table border="1"> <tr> <td data-bbox="1205 185 1384 268"></td> <td data-bbox="1384 185 2134 268">legible (as per TAFs)</td> </tr> <tr> <td data-bbox="1205 268 1384 376">Week 6</td> <td data-bbox="1384 268 2134 376">Continue to practise handwriting to become fluent and legible (as per TAFs)</td> </tr> </table>		legible (as per TAFs)	Week 6	Continue to practise handwriting to become fluent and legible (as per TAFs)																																
	legible (as per TAFs)																																					
Week 6	Continue to practise handwriting to become fluent and legible (as per TAFs)																																					
<b>Transcription – spelling</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand the guidance for adding them</li> <li>• spell some words with ‘silent’ letters [for example, knight, psalm, solemn]</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• use a thesaurus</li> </ul> <table border="1"> <thead> <tr> <th data-bbox="295 858 474 948"></th> <th data-bbox="474 858 698 948">Focus</th> <th data-bbox="698 858 1205 948">Common Exception Words</th> </tr> </thead> <tbody> <tr> <td data-bbox="295 948 474 1037">Week 1</td> <td data-bbox="474 948 698 1037">Homophones</td> <td data-bbox="698 948 1205 1037"></td> </tr> <tr> <td data-bbox="295 1037 474 1126">Week 2</td> <td data-bbox="474 1037 698 1126">Prefixes and suffixes (crit)</td> <td data-bbox="698 1037 1205 1126">criticise</td> </tr> <tr> <td data-bbox="295 1126 474 1216">Week 3</td> <td data-bbox="474 1126 698 1216">Prefixes and suffixes (dict)</td> <td data-bbox="698 1126 1205 1216">dictionary</td> </tr> <tr> <td data-bbox="295 1216 474 1305">Week 4</td> <td data-bbox="474 1216 698 1305">Prefixes and suffixes (fer)</td> <td data-bbox="698 1216 1205 1305">forty, twelfth</td> </tr> <tr> <td data-bbox="295 1305 474 1385">Week 5</td> <td data-bbox="474 1305 698 1385">Prefixes and</td> <td data-bbox="698 1305 1205 1385">variety</td> </tr> </tbody> </table>		Focus	Common Exception Words	Week 1	Homophones		Week 2	Prefixes and suffixes (crit)	criticise	Week 3	Prefixes and suffixes (dict)	dictionary	Week 4	Prefixes and suffixes (fer)	forty, twelfth	Week 5	Prefixes and	variety	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand the guidance for adding them</li> <li>• spell some words with ‘silent’ letters [for example, knight, psalm, solemn]</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• use a thesaurus</li> </ul> <table border="1"> <thead> <tr> <th data-bbox="1205 884 1384 948"></th> <th data-bbox="1384 884 1608 948">Focus</th> <th data-bbox="1608 884 2134 948">Common Exception Words</th> </tr> </thead> <tbody> <tr> <td data-bbox="1205 948 1384 1037">Week 1</td> <td data-bbox="1384 948 1608 1037">Homophones (revisit)</td> <td data-bbox="1608 948 2134 1037">recommend</td> </tr> <tr> <td data-bbox="1205 1037 1384 1158">Week 2</td> <td data-bbox="1384 1037 1608 1158">Words containing ua &amp; ui (bruise/suade)</td> <td data-bbox="1608 1037 2134 1158">bruise, persuade, guarantee, nuisance</td> </tr> <tr> <td data-bbox="1205 1158 1384 1222">Week 3</td> <td data-bbox="1384 1158 1608 1222">Prefixes oc-/op-</td> <td data-bbox="1608 1158 2134 1222">occupy, occur, opportunity</td> </tr> <tr> <td data-bbox="1205 1222 1384 1311">Week 4</td> <td data-bbox="1384 1222 1608 1311">Prefixes ag-/ap-/at-</td> <td data-bbox="1608 1222 2134 1311">aggressive, appreciate, attached</td> </tr> <tr> <td data-bbox="1205 1311 1384 1385">Week 5</td> <td data-bbox="1384 1311 1608 1385">letter string -ie</td> <td data-bbox="1608 1311 2134 1385">achieve, ancient</td> </tr> </tbody> </table>		Focus	Common Exception Words	Week 1	Homophones (revisit)	recommend	Week 2	Words containing ua & ui (bruise/suade)	bruise, persuade, guarantee, nuisance	Week 3	Prefixes oc-/op-	occupy, occur, opportunity	Week 4	Prefixes ag-/ap-/at-	aggressive, appreciate, attached	Week 5	letter string -ie	achieve, ancient
	Focus	Common Exception Words																																				
Week 1	Homophones																																					
Week 2	Prefixes and suffixes (crit)	criticise																																				
Week 3	Prefixes and suffixes (dict)	dictionary																																				
Week 4	Prefixes and suffixes (fer)	forty, twelfth																																				
Week 5	Prefixes and	variety																																				
	Focus	Common Exception Words																																				
Week 1	Homophones (revisit)	recommend																																				
Week 2	Words containing ua & ui (bruise/suade)	bruise, persuade, guarantee, nuisance																																				
Week 3	Prefixes oc-/op-	occupy, occur, opportunity																																				
Week 4	Prefixes ag-/ap-/at-	aggressive, appreciate, attached																																				
Week 5	letter string -ie	achieve, ancient																																				

	suffixes (vary)	
Week 6	Prefixes and suffixes (leg)	privilege

	(achieve/believe )	
Week 6	Silent letters b,h, ch (doubt/rhyme)	rhyme, rhythm, stomach, vehicle, yacht

**Reading- key objectives**

Reading objectives will be covered through a range of reading activities including whole class reading, reading for pleasure and whole class reading.

Pupils should be taught to:

Word reading

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet

Comprehension

maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their 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
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing 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

understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning

	<ul style="list-style-type: none"> <li>● discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>● distinguish between statements of fact and opinion retrieve, record and present information from non-fiction</li> <li>● participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> <li>● explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> <li>● provide reasoned justifications for their views</li> </ul>			
<b>Focus (highlight chosen focus)</b>	<ul style="list-style-type: none"> <li>● Structure of text</li> <li>● Role of character/issues/information</li> <li>● Role of setting/mood/tone</li> <li>● Use of language, including figurative language</li> <li>● Writer's perspective</li> </ul>	<ul style="list-style-type: none"> <li>● Structure of text</li> <li>● Role of character/issues/information</li> <li>● Role of setting/mood/tone</li> <li>● Use of language, including figurative language</li> <li>● Writer's perspective</li> </ul>	<ul style="list-style-type: none"> <li>● Structure of text</li> <li>● Role of character/issues/information</li> <li>● Role of setting/mood/tone</li> <li>● Use of language, including figurative language</li> <li>● Writer's perspective</li> </ul>	<ul style="list-style-type: none"> <li>● Structure of text</li> <li>● Role of character/issues/information</li> <li>● Role of setting/mood/tone</li> <li>● Use of language, including figurative language</li> <li>● Writer's perspective</li> </ul>

## SUMMER TERM

<b>Curriculum focus/links</b>	<b>History</b> - Contrasting British History - The Mayans <b>Geography</b> - Sustainable World - Does it matter where we live? <b>Science</b> - Evolution and Inheritance <b>RE</b> - Christianity			
<b>Genre and Text/Focus</b>	<b>Should people always tell the truth? (Link to Holes)</b>	<b>The Lighthouse (Literacy Shed)</b>	<b>Moth: An Evolution Story by Isabel Thomas</b>	<b>Outlaw (Linked to Holes)</b>
<b>Writing Outcome</b>	Discussion	Narrative – finding tale (plot)	Explanation	Narrative – character flaw (characterisation and dialogue)
<b>Vocabulary, Grammar and Punctuation</b>	<ul style="list-style-type: none"> <li>Choose when to use brackets, dashes or commas to indicate parenthesis</li> <li>Modal verbs [for example, might, should, will, might]</li> <li>Rhetorical questions</li> <li>Use a range of devices to build cohesion within and across paragraphs</li> <li>Distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>Support views with reasons or evidence</li> <li>Give examples which move from the general to the specific: Most shoppers would agree that ... One lady who has shopped in the town</li> </ul>	<ul style="list-style-type: none"> <li>Building upon the use of relative clauses at the end (where, when, whose)</li> <li>Dashes to indicate parenthesis</li> <li>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</li> <li>Consistent use of tense and vocab to aid cohesion</li> <li>Use dialogue to advance the action</li> <li>Organise paragraphs around a theme to aid story cohesion</li> </ul>	<ul style="list-style-type: none"> <li>Using semicolons, colons or dashes to mark boundaries between independent clauses</li> <li>Selecting the appropriate form to match the audience and purpose</li> <li>Selecting appropriate grammar and vocabulary, to change or enhance meaning using a wide range of devices to build cohesion within and across paragraphs</li> <li>present tense</li> <li>Questions and exclamations...</li> <li>Rhetorical questions</li> <li>Choose when to use brackets, dashes or commas to indicate parenthesis</li> <li>Distinguishing between the</li> </ul>	<ul style="list-style-type: none"> <li>Selecting the appropriate form to match the audience and purpose</li> <li>Selecting appropriate grammar and vocabulary, to change or enhance meaning</li> <li>Describing settings, characters and atmosphere</li> <li>integrating dialogue to convey character and advance the action</li> <li>Using a wide range of devices to build cohesion within and across paragraphs</li> <li>Using semicolons, colons or dashes to mark boundaries between independent clauses</li> <li>Show setting through the</li> </ul>

	<p>for many years told us...</p> <ul style="list-style-type: none"> <li>Use a greater range of conjunctions e.g furthermore, on the other hand, similarly</li> </ul>		<p>language of speech and writing and choosing the appropriate register</p> <ul style="list-style-type: none"> <li>Use a greater range of conjunctions to demonstrate cause and effect</li> </ul>	<p>character's eyes</p> <ul style="list-style-type: none"> <li>Varied sentence to build tension and/or excitement</li> </ul>																						
	<table border="1"> <tr> <td>Week 1</td> <td>Using commas in a list</td> </tr> <tr> <td>Week 2</td> <td>Using colons and semi-colons in a list</td> </tr> <tr> <td>Week 3</td> <td>Using bullet points for a list</td> </tr> <tr> <td>Week 4</td> <td>SATs Week</td> </tr> <tr> <td>Week 5</td> <td>Recognising devices to build cohesion</td> </tr> </table>	Week 1	Using commas in a list	Week 2	Using colons and semi-colons in a list	Week 3	Using bullet points for a list	Week 4	SATs Week	Week 5	Recognising devices to build cohesion		<table border="1"> <tr> <td>Week 1</td> <td>Paragraphs in fiction</td> </tr> <tr> <td>Week 2</td> <td>Paragraphs in non-fiction</td> </tr> <tr> <td>Week 3</td> <td>Organising sentences within paragraphs</td> </tr> <tr> <td>Week 4</td> <td>Avoiding repetition</td> </tr> <tr> <td>Week 5</td> <td>Using devices to build cohesion</td> </tr> <tr> <td>Week 6</td> <td>Consolidation</td> </tr> </table>	Week 1	Paragraphs in fiction	Week 2	Paragraphs in non-fiction	Week 3	Organising sentences within paragraphs	Week 4	Avoiding repetition	Week 5	Using devices to build cohesion	Week 6	Consolidation	
Week 1	Using commas in a list																									
Week 2	Using colons and semi-colons in a list																									
Week 3	Using bullet points for a list																									
Week 4	SATs Week																									
Week 5	Recognising devices to build cohesion																									
Week 1	Paragraphs in fiction																									
Week 2	Paragraphs in non-fiction																									
Week 3	Organising sentences within paragraphs																									
Week 4	Avoiding repetition																									
Week 5	Using devices to build cohesion																									
Week 6	Consolidation																									
<b>Transcription – handwriting</b>	<p>write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for a task</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Continue to practise handwriting to become fluency and legible (as per TAFs)</b></p> </div>		<p>write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for a task.</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Continue to practise handwriting to become fluency and legible (as per TAFs)</b></p> </div>																							
<b>Transcription – spelling</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand the guidance for adding them</li> <li>spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> </ul>		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand the guidance for adding them</li> <li>spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> </ul>																							

- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus

	Focus	Common Exception Words
Week 1	Suffixes -able/-ible	available, vegetable
Week 2	Prefixes and suffixes (fic)	sufficient
Week 3	Prefixes and suffixes (par)	apparent
Week 4	Prefixes and suffixes (sol)	soldier
Week 5	Prefixes and suffixes (sacr)	sacrifice
Week 6	<b>Assessment</b>	

- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus

	Focus	Common Exception Words
Week 1	Prefixes and suffixes (preci)	
Week 2	Prefixes and suffixes (cure)	
Week 3	Prefixes and suffixes (judice)	prejudice
Week 4	Prefixes cata-/cate-	category
Week 5	Prefixes and suffixes (am)	amateur
Week 6	Prefixes and suffixes (parl)	parliament

**Reading- key objectives**

Reading objectives will be covered through a range of reading activities including whole class reading, reading for pleasure and whole class reading.

	<p>Pupils should be taught to:</p> <p><u>Word reading</u></p> <ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</li> </ul> <p><u>Comprehension</u></p> <p>maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• increasing their 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</li> <li>• recommending books that they have read to their peers, giving reasons for their choices</li> <li>• identifying and discussing themes and conventions in and across a wide range of writing</li> <li>• making comparisons within and across books</li> <li>• learning a wider range of poetry by heart</li> <li>• preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul> <p>understand what they read by:</p> <ul style="list-style-type: none"> <li>• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• asking questions to improve their understanding</li> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• predicting what might happen from details stated and implied</li> <li>• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>• identifying how language, structure and presentation contribute to meaning</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• distinguish between statements of fact and opinion</li> <li>• retrieve, record and present information from non-fiction</li> <li>• participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> <li>• explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> <li>• provide reasoned justifications for their views</li> </ul>			
<p><b>Focus (highlight chosen)</b></p>	<ul style="list-style-type: none"> <li>• Structure of text</li> <li>• Role of character/issues/information</li> </ul>	<ul style="list-style-type: none"> <li>• Structure of text</li> <li>• Role of character/issues/information</li> </ul>	<ul style="list-style-type: none"> <li>• Structure of text</li> <li>• Role of character/issues/information</li> </ul>	<ul style="list-style-type: none"> <li>• Structure of text</li> <li>• Role of character/issues/information</li> </ul>

<b>focus)</b>	<ul style="list-style-type: none"><li>● Role of setting/mood/tone</li><li>● Use of language, including figurative language</li><li>● Writer's perspective</li></ul>	<ul style="list-style-type: none"><li>● Role of setting/mood/tone</li><li>● Use of language, including figurative language</li><li>● Writer's perspective</li></ul>	<ul style="list-style-type: none"><li>● Role of setting/mood/tone</li><li>● Use of language, including figurative language</li><li>● Writer's perspective</li></ul>	<ul style="list-style-type: none"><li>● Role of setting/mood/tone</li><li>● Use of language, including figurative language</li><li>● Writer's perspective</li></ul>
---------------	---	---	---	---