

## SUMMER TERM YEAR 1

### ENGLISH - WRITING

<b>Book (core text)</b>	<b>Callaloo: A Jazz Folktale by Marjuan Canady</b> <b>The Nutmeg Princess by Richardo Keens-Douglas</b> <b>Coming to England by Floella Benjamin</b>
<b>Unit length</b>	12 weeks
<b>Main Outcomes (writing genres and context)</b>	<ul style="list-style-type: none"> <li>• Narrative with description</li> <li>• Traditional Tale</li> <li>• Use simple sentences to recount own experiences in writing</li> </ul>
<b>Vocabulary, grammar and punctuation objectives</b>	<ul style="list-style-type: none"> <li>• Develop their understanding of previously taught concepts</li> <li>• Join words and joining clauses using 'and'</li> </ul>
<b>Writing composition objectives</b>	<ul style="list-style-type: none"> <li>• Re-read what they have written to check that it makes sense</li> <li>• Read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>
<b>Reading focus</b>	<p><u>Word Reading</u></p> <ul style="list-style-type: none"> <li>• Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> <li>• Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>• Re-read these books to build up their fluency and confidence in word reading</li> </ul> <p><u>Develop pleasure in reading, motivation to read, vocabulary and understanding</u></p> <ul style="list-style-type: none"> <li>• Learn to appreciate rhymes and poems, and to recite some by heart</li> <li>• Discussing word meanings, linking new meanings to those already known</li> </ul> <p><u>Understand both the books they can already read accurately and fluently and those they listen to</u></p> <ul style="list-style-type: none"> <li>• Make inferences on the basis of what is being said and done</li> <li>• Explain clearly their understanding of what is read to them.</li> </ul>
<b>Spoken language opportunities</b>	<ul style="list-style-type: none"> <li>• To listen and respond appropriately to adults and peers</li> <li>• Ask relevant questions to extend their understanding and knowledge</li> <li>• Use relevant strategies to build vocabulary</li> <li>• Articulate and justify answers, arguments and opinions</li> <li>• Give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings</li> <li>• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• Speak audibly and fluently with an increasing command of Standard English</li> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates</li> </ul>

	<ul style="list-style-type: none"> <li>• Gain, maintain and monitor the interests of listeners</li> <li>• Consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• Select and use appropriate registers for effective communication</li> </ul>
<b>Spelling objectives for the half term</b>	<ul style="list-style-type: none"> <li>• Spell the days of the week</li> <li>• Use the prefix un– knowing how it changes the meaning of verbs and adjectives</li> <li>• Apply simple spelling rules and guidance, as listed in English Appendix 1</li> <li>• Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>• Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>

## SUMMER TERM YEAR 2

### ENGLISH - WRITING

<b>ENGLISH - WRITING</b>	
<b>Book (core text)</b>	<b>Rainbow Bird by Eric Maddern and Adrienne Kennaway</b> <b>Where the Forest Meets the Sea by Jeannie Baker</b> <b>Wombat Goes Walk About by Michael Morpurgo</b>
<b>Unit length</b>	12 weeks
<b>Main Outcomes (writing genres and context)</b>	<ul style="list-style-type: none"> <li>• Poetry</li> <li>• Narrative (folk story)</li> <li>• Non-chronological report</li> <li>• Diary</li> <li>• Recount</li> </ul>
<b>Vocabulary, grammar and punctuation objectives</b>	<ul style="list-style-type: none"> <li>• Learn how to use both familiar and new punctuation correctly (see English Appendix 2), including apostrophes for contracted forms and the possessive (singular).</li> <li>• Use some features of written Standard English</li> <li>• Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</li> <li>• Use of suffixes –er and –est with adjectives</li> <li>• Use of –ly to turn adjectives into adverbs</li> </ul>
<b>Writing composition objectives</b>	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>• Writing narratives about personal experiences and those of others (real and fictional)</li> <li>• Writing about real events</li> <li>• Writing poetry</li> <li>• Writing for different purposes</li> </ul>

	<p><u>Consider what they are going to write before beginning by:</u></p> <ul style="list-style-type: none"> <li>• Planning or saying out loud what they are going to write about</li> <li>• Writing down ideas and/or key words, including new vocabulary</li> <li>• Encapsulating what they want to say, sentence by sentence</li> </ul> <p><u>Make simple additions, revisions and corrections to their own writing by:</u></p> <ul style="list-style-type: none"> <li>• Evaluating their writing with the teacher and other pupils</li> <li>• Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>• Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> <li>• Read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>
<b>Reading focus</b>	<p><u>Word reading</u></p> <ul style="list-style-type: none"> <li>• Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>• Re-read these books to build up their fluency and confidence in word reading.</li> </ul> <p><u>Understand both the books that they can already read accurately and fluently and those that they listen to</u></p> <ul style="list-style-type: none"> <li>• Make inferences on the basis of what is being said and done</li> <li>• Answer and ask questions</li> <li>• Predict what might happen on the basis of what has been read so far</li> <li>• Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> <li>• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>
<b>Spoken language opportunities</b>	<ul style="list-style-type: none"> <li>• To listen and respond appropriately to adults and peers</li> <li>• Ask relevant questions to extend their understanding and knowledge</li> <li>• Use relevant strategies to build vocabulary</li> <li>• Articulate and justify answers, arguments and opinions</li> <li>• Give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings</li> <li>• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• Speak audibly and fluently with an increasing command of Standard English</li> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• Gain, maintain and monitor the interests of listeners</li> <li>• Consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• Select and use appropriate registers for effective communication</li> </ul>

<b>Spelling objectives for the half term</b>	<ul style="list-style-type: none"> <li>• Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> <li>• Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> <li>• Apply spelling rules and guidance, as listed in English Appendix 1</li> </ul>
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>• Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• Use spacing between words that reflects the size of the letters.</li> </ul>

## SUMMER TERM YEAR 3

### ENGLISH - WRITING

<b>ENGLISH - WRITING</b>	
<b>Book (core text)</b>	<b>Great Expectations (Graphic Novel) by Jack Noel</b> <b>The Adventures of the New Cut Gang by Philip Pullman</b>
<b>Unit length</b>	12 weeks
<b>Main Outcomes (writing genres and context)</b>	<ul style="list-style-type: none"> <li>• Character description</li> <li>• Narrative including dialogue</li> <li>• Explanation</li> <li>• Narrative (adventure)</li> </ul>
<b>Vocabulary, grammar and punctuation objectives</b>	<p><u>Develop their understanding of the concepts set out in English Appendix 2 by:</u></p> <ul style="list-style-type: none"> <li>• using fronted adverbials</li> </ul> <p><u>Indicate grammatical and other features by:</u></p> <ul style="list-style-type: none"> <li>• using commas after fronted adverbials</li> <li>• use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</li> </ul>
<b>Writing composition objectives</b>	<p><u>Plan their writing by:</u></p> <ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• discussing and recording ideas</li> </ul> <p><u>Draft and write by:</u></p> <ul style="list-style-type: none"> <li>• in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p><u>Evaluate and edit by:</u></p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• proof-read for spelling and punctuation errors</li> </ul>

	<ul style="list-style-type: none"> <li>● read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>
<b>Reading focus</b>	<p><u>Word reading</u></p> <ul style="list-style-type: none"> <li>● apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> <li>● read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul> <p><u>Familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of develop positive attitudes to reading and understanding of what they read by:</u></p> <ul style="list-style-type: none"> <li>● identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>● discussing words and phrases that capture the reader’s interest and imagination</li> <li>● recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul> <p><u>Understand both the books that they can already read accurately and fluently and those that they listen to</u></p> <ul style="list-style-type: none"> <li>● identifying main ideas drawn from more than one paragraph and summarising these</li> <li>● identifying how language, structure, and presentation contribute to meaning</li> <li>● retrieve and record information from non-fiction</li> <li>● participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> <li>● Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>
<b>Spoken language opportunities</b>	<ul style="list-style-type: none"> <li>● To listen and respond appropriately to adults and peers</li> <li>● Ask relevant questions to extend their understanding and knowledge</li> <li>● Use relevant strategies to build vocabulary</li> <li>● Articulate and justify answers, arguments and opinions</li> <li>● Give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings</li> <li>● Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>● Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>● Speak audibly and fluently with an increasing command of Standard English</li> <li>● Participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>● Gain, maintain and monitor the interests of listeners</li> <li>● Consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>● Select and use appropriate registers for effective communication</li> </ul>
<b>Spelling objectives for the half term</b>	<ul style="list-style-type: none"> <li>● place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]</li> <li>● use the first two or three letters of a word to check its spelling in a dictionary</li> <li>● write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>

<b>Handwriting</b>	<ul style="list-style-type: none"> <li>● increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul>
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## SUMMER TERM YEAR 4

<b>ENGLISH - WRITING</b>	
<b>Book (core text)</b>	<p><b>The Day War Came by Nicola Davies and Rebecca Cobb</b>  <b>The Boy at the Back of the Class by Onjali Q. Raúf</b></p>
<b>Unit length</b>	12 weeks
<b>Main Outcomes (writing genres and context)</b>	<ul style="list-style-type: none"> <li>● Persuasive writing?? (parents persuading child to move away from home??)</li> <li>● Diary</li> <li>● News report</li> <li>● Letter</li> <li>● Narrative</li> </ul>
<b>Vocabulary, grammar and punctuation objectives</b>	<p><u>Develop their understanding of the concepts set out in English Appendix 2 by:</u></p> <ul style="list-style-type: none"> <li>● using fronted adverbials</li> </ul> <p><u>Indicate grammatical and other features by:</u></p> <ul style="list-style-type: none"> <li>● using commas after fronted adverbials</li> <li>● use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</li> </ul>
<b>Writing composition objectives</b>	<p><u>Plan their writing by:</u></p> <ul style="list-style-type: none"> <li>● discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>● discussing and recording ideas</li> </ul> <p><u>Draft and write by:</u></p> <ul style="list-style-type: none"> <li>● composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>● organising paragraphs around a theme</li> <li>● in narratives, creating settings, characters and plot</li> <li>● in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p><u>Evaluate and edit by:</u></p> <ul style="list-style-type: none"> <li>● assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>● proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>● proof-read for spelling and punctuation errors</li> </ul>

	<ul style="list-style-type: none"> <li>● read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>
<b>Reading focus</b>	<p><u>Word reading</u> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p><u>Develop positive attitudes to reading and understanding of what they read by:</u></p> <ul style="list-style-type: none"> <li>● identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>● discussing words and phrases that capture the reader’s interest and imagination</li> <li>● recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul> <p><u>Understand what they read, in books they can read independently, by:</u></p> <ul style="list-style-type: none"> <li>● identifying main ideas drawn from more than one paragraph and summarising these</li> <li>● identifying how language, structure, and presentation contribute to meaning</li> <li>● retrieve and record information from non-fiction</li> <li>● participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> </ul>
<b>Spoken language opportunities</b>	<ul style="list-style-type: none"> <li>● To listen and respond appropriately to adults and peers</li> <li>● Ask relevant questions to extend their understanding and knowledge</li> <li>● Use relevant strategies to build vocabulary</li> <li>● Articulate and justify answers, arguments and opinions</li> <li>● Give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings</li> <li>● Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>● Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>● Speak audibly and fluently with an increasing command of Standard English</li> <li>● Participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>● Gain, maintain and monitor the interests of listeners</li> <li>● Consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>● Select and use appropriate registers for effective communication</li> </ul>
<b>Spelling objectives for the half term</b>	<ul style="list-style-type: none"> <li>● place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]</li> <li>● use the first two or three letters of a word to check its spelling in a dictionary</li> <li>● write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>● use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>● increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul>

## SUMMER TERM YEAR 5

### ENGLISH - WRITING

<b><i>Book (core text)</i></b>	<b>When Hitler Stole Pink Rabbit by Judith Kerr</b> <b>Walter Tull's Scrapbook by Michaela Morgan</b>
<b><i>Unit length</i></b>	12 weeks
<b><i>Main Outcomes (writing genres and context)</i></b>	<ul style="list-style-type: none"> <li>• Diary</li> <li>• Narrative</li> <li>• Poetry</li> <li>• Biography</li> </ul>
<b><i>Vocabulary, grammar and punctuation objectives</i></b>	<p><u>Develop their understanding of the concepts set out in English Appendix 2 by:</u></p> <ul style="list-style-type: none"> <li>• using modal verbs (e.g. might, should, will, must] or adverbs (e.g. perhaps, surely] to indicate degrees of possibility</li> <li>• using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>• learning the grammar for years 5 and 6 in English Appendix 2</li> </ul> <p><u>Indicate grammatical and other features by:</u></p> <ul style="list-style-type: none"> <li>• using brackets, dashes or commas to indicate parenthesis</li> <li>• using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>• use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</li> </ul>
<b><i>Writing composition objectives</i></b>	<p><u>Plan their writing by:</u></p> <ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p><u>Draft and write by:</u></p> <ul style="list-style-type: none"> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>• using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining)</li> </ul> <p><u>Evaluate and edit by:</u></p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing</li> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>• proof-read for spelling and punctuation errors</li> <li>• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>

<p><b>Reading focus</b></p>	<p><u>Word reading</u></p> <ul style="list-style-type: none"> <li>• Apply 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>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>• making comparisons within and across books</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><u>Understand what they read by:</u></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 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>• 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>Spoken language opportunities</b></p>	<ul style="list-style-type: none"> <li>• To listen and respond appropriately to adults and peers</li> <li>• Ask relevant questions to extend their understanding and knowledge</li> <li>• Use relevant strategies to build vocabulary</li> <li>• Articulate and justify answers, arguments and opinions</li> <li>• Give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings</li> <li>• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• Speak audibly and fluently with an increasing command of Standard English</li> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• Gain, maintain and monitor the interests of listeners</li> <li>• Consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• Select and use appropriate registers for effective communication</li> </ul>

<b>Spelling objectives for the half term</b>	<ul style="list-style-type: none"> <li>• continue to distinguish between homophones and other words which are often confused</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> </ul>
<b>Handwriting</b>	<p><u>Write legibly, fluently and with increasing speed by:</u></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 little</li> <li>• choosing the writing implement that is best suited for a task.</li> </ul>

## SUMMER TERM YEAR 6

<b>ENGLISH - WRITING</b>	
<b>Book (core text)</b>	<b>Oranges in No Man's Land by Elizabeth Laird / A Dangerous Crossing by Jane Mitchell Way Home by Gregory Rogers</b>
<b>Unit length</b>	12 weeks
<b>Main Outcomes (writing genres and context)</b>	<ul style="list-style-type: none"> <li>• News Report</li> <li>• Persuasive Letter</li> <li>• Diary Entry</li> <li>• Setting Description</li> <li>• Third Person Narrative</li> </ul>
<b>Vocabulary, grammar and punctuation objectives</b>	<p><u>Develop their understanding of the concepts set out in English Appendix 2 by:</u></p> <ul style="list-style-type: none"> <li>• using modal verbs (e.g. might, should, will, must] or adverbs (e.g. perhaps, surely] to indicate degrees of possibility</li> <li>• using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>• learning the grammar for years 5 and 6 in English Appendix 2</li> </ul> <p><u>Indicate grammatical and other features by:</u></p> <ul style="list-style-type: none"> <li>• using brackets, dashes or commas to indicate parenthesis</li> <li>• using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>• use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</li> </ul>
<b>Writing composition objectives</b>	<p><u>Plan their writing by:</u></p> <ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p><u>Draft and write by:</u></p> <ul style="list-style-type: none"> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> </ul>

	<ul style="list-style-type: none"> <li>● using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> <p><u>Evaluate and edit by:</u></p> <ul style="list-style-type: none"> <li>● assessing the effectiveness of their own and others' writing</li> <li>● proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>● ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>● ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>● proof-read for spelling and punctuation errors</li> <li>● perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>
<b>Reading focus</b>	<p><u>Word reading</u> Apply 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.</p> <p><u>Maintain positive attitudes to reading and understanding of what they read by:</u></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>● making comparisons within and across books</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><u>Understand what they read by:</u></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 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>● 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>Spoken language opportunities</b>	<ul style="list-style-type: none"> <li>● To listen and respond appropriately to adults and peers</li> <li>● Ask relevant questions to extend their understanding and knowledge</li> <li>● Use relevant strategies to build vocabulary</li> <li>● Articulate and justify answers, arguments and opinions</li> </ul>

	<ul style="list-style-type: none"> <li>● Give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings</li> <li>● Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>● Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>● Speak audibly and fluently with an increasing command of Standard English</li> <li>● Participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>● Gain, maintain and monitor the interests of listeners</li> <li>● Consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>● Select and use appropriate registers for effective communication</li> </ul>
<b><i>Spelling objectives for the half term</i></b>	<ul style="list-style-type: none"> <li>● Continue to distinguish between homophones and other words which are often confused</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> </ul>
<b><i>Handwriting</i></b>	<p><u>Write legibly, fluently and with increasing speed by:</u></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>