

Unit	Reading (comprehension)	Writing (transcription/composition)	Vocabulary, grammar and punctuation.
<p><b>Fiction: Myths and Legends – ‘The adventures of Odysseus’ by Hugh Lupton</b></p>	<p>Pupils are taught to 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 a wide range of non-fiction and reference books or text books.</li> <li>• increasing their familiarity with a wide range of books, including myths, legends and traditional stories.</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> </ul> <p>Pupils are taught to understand what they read by:</p> <ul style="list-style-type: none"> <li>• checking 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> </ul> <p>Pupils are taught to retrieve, record and present information from non-fiction.</p> <p>Pupils are taught to participate in discussions about books that are read to them and those they can read for themselves, building on their own and</p>	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> <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> <p>Pupils are taught to 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, as part of their personal style, whether or not to join specific letters.</li> <li>• choosing the writing implement that is best suited for a task.</li> </ul> <p>Pupils are taught to plan their writing by:</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>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</li> </ul> <p>Pupils are taught to draft and write by:</p> <ul style="list-style-type: none"> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change meaning and enhance meaning.</li> <li>• in narratives, describing settings, characters and atmosphere.</li> <li>• using a wide range of devices to build cohesion within and across paragraphs.</li> </ul> <p>Pupils are taught to evaluate and edit by:</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</li> </ul>	<p>Pupils are taught to develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>• using expanded noun phrases to convey complicated information concisely.</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>Pupils are taught to indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing.</p>

	<p>others' ideas and challenging views courteously.</p> <p>Pupils are taught to 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.</p> <p>Pupils are taught to provide reasoned justifications for their views.</p>	<p>agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Pupils are taught to proof-read for spelling and punctuation errors.</p>	
<b>Unit</b>			
<p>Poetry: Poems by the same poet – Joseph Coelho</p>	<p>Pupils are taught to 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 a wide range of fiction – poems.</li> <li>increasing their familiarity with a wider range of fiction from our literary heritage.</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>Pupils are taught to understand what they read by:</p> <ul style="list-style-type: none"> <li>asking questions to improve their understanding.</li> <li>identifying how language, structure and presentation contribute to meaning.</li> </ul> <p>Pupils are taught to discuss and evaluate how authors use language including figurative language, considering the impact on the reader.</p>	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> <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> <p>Pupils are taught to 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, as part of their personal style, whether or not to join specific letters.</li> <li>choosing the writing implement that is best suited for a task.</li> </ul> <p>Pupils are taught to plan their writing by:</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> </ul> <p>Pupils are taught to draft and write by:</p> <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> </ul> <p>Pupils are taught to evaluate and edit by:</p> <ul style="list-style-type: none"> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> </ul>	<p>Pupils are taught to develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>using modal verbs or adverbs to indicate degrees of possibility.</li> </ul>

		<ul style="list-style-type: none"> <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> </ul> <p>Pupils are taught to proofread for spelling and punctuation errors.</p> <p>Pupils are taught to perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	
<b>Unit</b>	<b>Reading (comprehension)</b>	<b>Writing (transcription/comprehension)</b>	<b>Vocabulary, grammar and punctuation.</b>
Fiction: Classic Plays – Shakespeare’s ‘Romeo and Juliet’	<p>Pupils are taught to 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 a wide range of non-fiction and reference books or textbooks.</li> <li>increasing their familiarity with a wide range of books.</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>preparing poems and plays to read aloud and to perform, showing understanding through intonations, tone and volume so that the meaning is clear to the audience.</li> </ul> <p>Pupils are taught to understand what they read by:</p> <ul style="list-style-type: none"> <li>checking 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> </ul>	<p>Pupils are 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’.</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> <p>Pupils are taught to 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, as part of their personal style, whether or not to join specific letters.</li> <li>choosing the writing implement that is best suited for a task.</li> </ul> <p>Pupils are taught to plan their writing by:</p> <ul style="list-style-type: none"> <li>identifying the audience for and purposes of the writing, selecting the appropriate form and using</li> </ul>	<p>Pupils are taught to develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>Using relative clauses beginning with who, which, where, when, whose, that or an implied relative pronouns.</li> </ul> <p>Pupils are taught to indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing.</li> <li>using brackets, dashes or commas to indicate parenthesis.</li> </ul>

	<ul style="list-style-type: none"> <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> </ul> <p>Pupils are taught to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Pupils are taught to 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.</p> <p>Pupils are taught to provide reasoned justifications for their views.</p>	<p>other similar writing as models for their own.</p> <ul style="list-style-type: none"> <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>Pupils are taught to draft and write by:</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 actions.</li> <li>• using a wide range of devices to build cohesion within and across paragraphs.</li> <li>• using further organisational and presentational devices to structure text and to guide the reader.</li> </ul> <p>Pupils are taught to evaluate and edit by:</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 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 the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</li> </ul> <p>Pupils are taught to proof-read for spelling and punctuation errors.</p>	
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