

Unit	Reading (comprehension)	Writing (transcription/composition)	Vocabulary, grammar and punctuation.
<p>Poetry: Classic Poems – Hilaire Belloc</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"> • continuing to read and discuss a wide range of fiction – poems. • increasing their familiarity with a wider range of fiction from our literary heritage. • 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. <p>Pupils are taught to understand what they read by:</p> <ul style="list-style-type: none"> • asking questions to improve their understanding. • identifying how language, structure and presentation contribute to meaning. <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"> • 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. <p>Pupils are taught to write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> • 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. • choosing the writing implement that is best suited for a task. <p>Pupils are taught to plan their writing by:</p> <ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • noting and developing initial ideas, drawing on reading and research where necessary. <p>Pupils are taught to draft and write by:</p> <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. <p>Pupils are taught to evaluate and edit by:</p> <ul style="list-style-type: none"> • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • ensuring the consistent and correct use of tense throughout a piece of writing. • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. <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>	<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"> • using modal verbs or adverbs to indicate degrees of possibility.
Unit	Reading (comprehension)	Writing (transcription/composition)	Vocabulary, grammar and punctuation.

<p>Non-Fiction: Memoirs - 'Hidden Figures' by Margot Lee Shetterly</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"> continuing to read and discuss a wide range of 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. identifying and discussing themes and conventions in and across a wide range of writing. making comparisons within and across books. <p>Pupils are taught to understand what they read by:</p> <ul style="list-style-type: none"> checking 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. <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 others' ideas and challenging views courteously.</p> <p>Pupils are taught to provide reasoned justifications for their views.</p>	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them. 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. <p>Pupils are taught to write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> 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. choosing the writing implement that is best suited for a task. <p>Pupils are taught to plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purposes of the writing, selecting the appropriate form and using other similar writing as models for their own. noting and developing initial ideas, drawing on reading and research where necessary. <p>Pupils are taught to draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. using a wide range of devices to build cohesion within and across paragraphs. using further organisational and presentational devices to structure text and to guide the reader. <p>Pupils are taught to evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements. proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. ensuring the consistent and correct use of tense throughout a piece of writing. 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. 	<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"> Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. using expanded noun phrases to convey complicated information concisely. <p>Pupils are taught to indicate grammatical and other features by punctuating bullet points consistently.</p>
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Year 5 Autumn 2				
Unit	Reading (comprehension)	Writing (transcription/composition)	Vocabulary, grammar and punctuation	Writing outcomes
<p>Fiction: Suspense writing – ‘Room 13’ by Robert Swindells</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"> continuing to read and discuss a wide range of non-fiction and reference books or text books. increasing their familiarity with a wide range of books. 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. <p>Pupils are taught to understand what they read by:</p> <ul style="list-style-type: none"> checking 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. <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"> 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. <p>Pupils are taught to write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> 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. choosing the writing implement that is best suited for a task. <p>Pupils are taught to plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. noting and developing initial ideas, drawing on reading and research where necessary. In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. <p>Pupils are taught to draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change meaning and enhance meaning. In narratives, describing settings, characters and atmosphere. using a wide range of devices to build cohesion within and across paragraphs. <p>Pupils are taught to evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others’ writing. 	<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"> using expanded noun phrases to convey complicated information concisely. Learning the grammar for years 5 and 6 in English Appendix 2. <p>Pupils are taught to indicate grammatical and other features by using commas to indicate parenthesis.</p> <p>Pupils are taught to use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p>	<ul style="list-style-type: none"> Character description Setting description Narrative – 3rd person (assessment)

	<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>	<ul style="list-style-type: none"> proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. ensuring the correct use of tense throughout a piece of writing. ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. <p>Pupils are taught to proofread for spelling and punctuation errors.</p>		
Unit	Reading (comprehension)	Writing (transcription/composition)	Vocabulary, grammar and punctuation	Writing outcomes
<p>Fiction: Film Narrative – 'The Unexpected Guest' John Lewis advertisement</p>	<p>Pupils are taught to understand what they read (see) by:</p> <ul style="list-style-type: none"> 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. <p>Pupils are taught to provide reasoned justification for their views.</p>	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> 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. <p>Pupils are taught to write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> 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. choosing the writing implement that is best suited for a task. <p>Pupils are taught to plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. noting and developing initial ideas, drawing on reading and research where necessary. <p>Pupils are taught to draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change meaning and enhance meaning. using a wide range of devices to build cohesion within and across paragraphs. <p>Pupils are taught to evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing. 	<p>Pupils are taught to develop their understanding of concepts by:</p> <ul style="list-style-type: none"> using expanded noun phrases to convey complicated information precisely. using modal verbs or adverbs to indicate degrees of possibility. <p>Pupils are taught to indicate grammatical and other features by:</p> <ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing. <p>Pupils are taught to use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p>	<ul style="list-style-type: none"> Diaries in role as main character over sessions reacting to events. Diary in role (Assessment)

		<ul style="list-style-type: none">• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.• ensuring the correct use of tense throughout a piece of writing. <p>Pupils are taught to proofread for spelling and punctuation errors.</p>		
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