

Genre	Text	Reading focus Skills to be covered throughout the year in no order, highlight when covered.	Composition	Grammar
<p><u>Narrative</u></p> <p>Unit 1: Novels and stories by significant children's authors (4 weeks)</p> <p>Unit 2: Traditional stories fables myths legends (2 weeks)</p>		<p>Pupils should be taught to:</p> <p>maintain positive attitudes to reading</p> <p>read books that are structured in different ways and reading for a range of purposes</p> <p>To 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.</p> <p>To identify and discussing themes and conventions in and across a wide range of writing making comparisons within and across books</p> <p>To check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>To ask questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>To predict what might happen from details stated and implied summarising the main ideas drawn from more than one paragraph</p> <p>To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>distinguish between statements of fact and opinion</p> <p>To explain and discuss their understanding of what they have read</p> <p>To retrieve, record and present information from non-fiction participate in discussions about books that are read to them</p> <p>To learn a wider range of poetry by heart</p> <p>To prepare 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>	<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>noting and developing initial ideas, drawing on reading and research where necessary</p> <p>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>draft and write by:</p> <p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>precising longer passages</p> <p>using a wide range of devices to build cohesion within and across paragraphs</p> <p>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>evaluate and edit by:</p> <p>assessing the effectiveness of their own and others' writing</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>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> <p>proof-read for spelling and punctuation errors</p> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <p>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence</p> <p>using the perfect form of verbs to mark relationships of time and cause</p> <p>using expanded noun phrases to convey complicated information concisely</p> <p>using modal verbs or adverbs to indicate degrees of possibility</p> <p>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>learning the grammar for years 5 and 6 in English Appendix 2</p> <p>indicate grammatical and other features by:</p> <p>using commas to clarify meaning or avoid ambiguity in writing</p> <p>using hyphens to avoid ambiguity</p> <p>using brackets, dashes or commas to indicate parenthesis</p> <p>using semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>using a colon to introduce a list</p> <p>punctuating bullet points consistently</p> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p>
<p><u>Non-Fiction</u></p> <p>Unit 1: Instructions (1 week)</p> <p>Unit 2: Recount (2 weeks)</p> <p><u>Poetry</u></p> <p>Unit 1: Poetic style (2 weeks)</p>				

5. The suffix –ation	The suffix –ation is added to verbs to form nouns. The rules already learnt still apply.	information adoration sensation preparation admiration station preparation	vibration decoration donation coronation duration registration population
6. The suffix –ly	<p>The suffix –ly is added to an adjective to form an adverb. The rules already learnt still apply.</p> <p>The suffix –ly starts with a consonant letter, so it is added straight on to most root words.</p> <p>Exceptions:</p> <p>(1) If the root word ends in –y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable.</p> <p>(2) If the root word ends with –le, the –le is changed to –ly.</p> <p>(3) If the root word ends with –ic, –ally is added rather than just –ly, except in the word <i>publicly</i>.</p> <p>(4) The words <i>truly</i>, <i>duly</i>, <i>wholly</i>.</p>	<p>sadly, completely usually finally comically badly happily strangely really</p> <p>gently simply humbly nobly</p>	<p>suddenly actually loudly quickly carefully probably unhappily easily luckily angrily</p> <p>basically frantically dramatically</p>
9. The suffix –ous	<p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.</p> <p>Sometimes there is no obvious root word.</p> <p>–our is changed to –or before –ous is added.</p> <p>A final ‘e’ of the root word must be kept if the /dʒ/ sound of ‘g’ is to be kept.</p> <p>If there is an /i:/ sound before the –ous ending, it is usually spelt as i, but a few words have e.</p>	<p>poisonous dangerous mountainous famous various tremendous enormous jealous humorous glamorous vigorous courageous outrageous</p>	<p>serious obvious curious</p> <p>hideous spontaneous courteous</p>

<p>1. Endings which sound like /ʃəs/ spelt -cious or -tious</p>	<p>Not many common words end like this. If the root word ends in -ce, the /ʃ/ sound is usually spelt as c – e.g. <i>vice – vicious, grace – gracious, space – spacious, malice – malicious.</i> Exception: <i>anxious.</i></p>	<p>vicious precious conscious delicious malicious suspicious suspicious unconscious conscious precious</p>	<p>ambitious cautious fictitious infectious nutritious ambitious superstitious nutritious surreptitious</p>
<p>2. Endings which sound like /ʃəl/</p>	<p>-cial is common after a vowel letter and -tial after a consonant letter, but there are some exceptions. Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to <i>finance, commerce</i> and <i>province</i>).</p>	<p>official special artificial beneficial commercial crucial facial glacial</p>	<p>social partial confidential essential initial partial essential potential</p>

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<p><u>Narrative</u></p> <p>Unit 3: Stories from other cultures. (3 weeks)</p> <p>Unit 4: Older literature (2 weeks)</p>		<p>Pupils should be taught to:</p> <p>maintain positive attitudes to reading read books that are structured in different ways and reading for a range of purposes</p> <p>To 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.</p> <p>To identify and discussing themes and conventions in and across a wide range of writing making comparisons within and across books</p> <p>To check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>To ask questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>To predict what might happen from details stated and implied summarising the main ideas drawn from more than one paragraph</p> <p>To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>distinguish between statements of fact and opinion</p> <p>To explain and discuss their understanding of what they have read</p> <p>To retrieve, record and present information from non-fiction participate in discussions about books that are read to them</p>	<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>noting and developing initial ideas, drawing on reading and research where necessary</p> <p>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>draft and write by:</p> <p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>precising longer passages</p> <p>using a wide range of devices to build cohesion within and across paragraphs</p> <p>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>evaluate and edit by:</p> <p>assessing the effectiveness of their own and others' writing</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>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> <p>proof-read for spelling and punctuation errors</p> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <p>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence</p> <p>using the perfect form of verbs to mark relationships of time and cause</p> <p>using expanded noun phrases to convey complicated information concisely</p> <p>using modal verbs or adverbs to indicate degrees of possibility</p> <p>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>learning the grammar for years 5 and 6 in English Appendix 2</p> <p>indicate grammatical and other features by:</p> <p>using commas to clarify meaning or avoid ambiguity in writing</p> <p>using hyphens to avoid ambiguity</p> <p>using brackets, dashes or commas to indicate parenthesis</p> <p>using semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>using a colon to introduce a list</p> <p>punctuating bullet points consistently</p> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p>
<p><u>Non-Fiction</u></p> <p>Unit 3: Persuasive writing (3 weeks)</p> <p><u>Poetry</u></p> <p>Unit 2: Classic/narrative poems (2 weeks)</p>		<p>To learn a wider range of poetry by heart</p> <p>To prepare 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>		

<p>10. Homophones and other words that are often confused</p>	<p>In the pairs of words opposite, nouns end – ce and verbs end –se. <i>Advice</i> and <i>advise</i> provide a useful clue as the word <i>advise</i> (verb) is pronounced with a /z/ sound – which could not be spelt c.</p>	<p>advice/advise device/devise licence/license practice/practise prophecy/prophesy</p> <p>aisle/isle aloud/allowed affect/effect alter/altar ascent/assent bridal/bridle cereal/serial compliment/ complement farther /father</p>	<p>guessed/guest heard/herd lead/led morning/mourning past/passed precede/proceed descent/dissent desert/dessert draft/draught principal/principle profit/prophet stationary/stationery steal/steel wary/weary who's/whose</p>
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Recap any unknown spelling patterns

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<p><u>Non-Fiction</u></p> <p>Unit 3: Persuasive writing/ transition unit (3 weeks)</p> <p><u>Poetry</u></p> <p>Unit 3: Choral and performance (2 weeks)</p>				

<p>7. Words with the /i:/ sound spelt ei after c</p>	<p>The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/. Exceptions: <i>protein, caffeine, seize</i> (and <i>either</i> and <i>neither</i> if pronounced with an initial /i:/ sound).</p>	<p>conceit ceiling deceive perceive receipt deceit conceive receive</p>
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<p>9. Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</p>	<p>Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in <i>knight</i>, there was a /k/ sound before the /n/, and the gh used to represent the sound that 'ch' now represents in the Scottish word <i>loch</i>. (words with silent 'w's are in Year 2 spellings)</p>	<p>doubt lamb lamb limb tomb knight island solemn thistle</p>	<p>whistle listen plumber gnome gnat gnash foreign sign column</p>
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