



Themes Units	Spring Term		
Core texts	Who Let The Gods Out?	The Orchard Book of Greek Myths	The Highwayman
Outcome	A chapter from the perspective of a character	To write a non-chronological report	Narrative based on a model text with an innovated plot structure
Grammar	<ul style="list-style-type: none"> Complex sentences using <i>ing</i> opening clauses Relative clause sentences which use the relative pronouns <i>who</i>, <i>which</i> and <i>that</i> Sentences which open with simile starters (further stretch) A range of sentences which have been purposely used for effect Examples where action, dialogue and description have been blended together either in paragraphs or within sentences. 	<ul style="list-style-type: none"> Use devices to build cohesion, e.g. Firstly, furthermore, as a consequence. (y5) Use devices to build cohesion b Between paragraphs in persuasive, discursive and explanatory texts e.g. Adverbials such as: on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence. (y6) Create complex sentences by using relative clauses with pronouns <i>which</i>, and <i>whose</i> Demarcate complex sentences using commas in order to clarify meaning. 	<ul style="list-style-type: none"> Create and punctuate complex sentences using <i>ed</i> openers. Create and punctuate complex sentences using <i>ing</i> openers. Create and punctuate complex sentences using simile starters. Link ideas across paragraphs using adverbials for time, place and numbers e.g. <i>later</i>, <i>nearby</i>, <i>secondly</i>. Identify and use colons to introduce a list. Identify and use semi-colons to mark the boundary between independent clauses Investigate and collect a range of synonyms and antonyms Explore and investigate active and passive Identifying audience and purpose. Choose appropriate text-form and type for all writing. Selecting the appropriate language and structures.
Punctuation	<ul style="list-style-type: none"> Inverted commas Commas for clauses Commas for lists 	<ul style="list-style-type: none"> Colons Semi-colons 	<ul style="list-style-type: none"> Inverted commas Commas for clauses Commas for lists
Short Writing Opportunities	Diary entry Setting description Character description	Press release	Character description Setting description Job Description Newspaper report letter
Writing KLIPS	<p>YR5 Reading: 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. Justifying opinions and elaborating by referring to the text. (Point + Evidence + Explanation). Use punctuation to determine intonation and expression when reading aloud to a range of audiences. Listening to and discussing a range of fiction/poetry/non-fiction which they might not choose to read themselves. Exploring themes within and across texts e.g. loss, heroism, friendship. Making comparisons within a text e.g. characters' viewpoints of same events. Preparing poems and playscripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. Checking that the book makes sense to them and demonstrating understanding. Exploring meaning of words in context. Demonstrating active reading strategies. Inferring characters feelings, thoughts and motives from their actions and justifying inferences with evidence.</p>	<p>Predicting what might happen from information stated and implied. Exploring, recognising and using the terms metaphor, simile, imagery. Explaining the effect on the reader of the authors' choice of language.</p> <p>YR5 Writing: Create complex sentences by using relative clauses with pronouns <i>who</i>, <i>which</i>, <i>where</i>, <i>whose</i>, <i>when</i>, <i>that</i> e.g. <i>Sam, who had remembered his wellies, was first to jump in the river. The robberies, which had taken place over the past month, remained unsolved.</i> Planning: Plan and discuss what to write about Draft and Writing: Orally rehearse each sentence prior to writing. Develop a positive attitude to writing. Develop stamina for writing in order to write at length. Write about real and fictional events. Write simple poems based on models. Make simple notes from non-fiction texts. Use specific text type features to write for a range of audiences and purposes.</p>	<p>YR6 Reading: Listening to, reading and discussing an increasingly wide range of fiction, poetry, plays and non-fiction. Regularly listening to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves. Recognising themes within and across texts Preparing poems and playscripts to read aloud and perform using dramatic effects. Exploring texts in groups and deepening comprehension through discussion. Exploring new vocabulary in context. Demonstrating active reading strategies Inferring characters feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. <i>Point;Evidence;Explanation</i>. Predicting what might happen from information stated and implied. Exploring, recognising and using the terms personification, analogy, style and effect.</p> <p>Explaining the effect on the reader of the authors' choice of language and reasons why the author may have selected these. Participate in discussions about books building on their own and others' ideas and challenging views courteously. Justifying opinions and elaborating by referring to the text e.g. <i>Point;Evidence;Explanation</i></p> <p>YR6 Writing: Manipulate sentences to create particular effects. Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts Evaluating and Editing Evaluating their writing with adults and peers. Edit and improve own writing in relation to audience and purpose. Proofread to check for errors in spelling, grammar and punctuation. Proofread to check for correct forms of verbs within sentences. Performing Read aloud their writing with intonation to make the meaning clear.</p>
Additional Texts	Chosen Class read (will differ depending on the interests of the children in each class)		Chosen Class read (will differ depending on the interests of the children in each class)
Enhance Reading Opportunities	Author meeting	Now Press Play	Twitter Experience with class author World book day
Extra Curriculum Links	History Curriculum		