



<p><u>Themes</u> <u>Units</u></p>	<h1>Summer Term</h1>		
<p><u>Core texts</u></p>	<p>Macbeth</p>		
<p><u>Outcome</u></p>	<p>A newspaper report A Discussion Text</p>		<p>A Narrative A Persuasive letter</p>
<p><u>Grammar</u></p>	<ul style="list-style-type: none"> • Complex sentences using ing opening clauses • Relative clause sentences which use the relative pronouns who, which and that • 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 which, and whose • Demarcate complex sentences using commas in order to clarify meaning. <ul style="list-style-type: none"> • ing starters for sentences • Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. • Create complex sentences by using relative clauses with pronouns which, and whose • Demarcate complex sentences using commas in order to clarify meaning. <ul style="list-style-type: none"> • Complex sentences using ing opening clauses • Relative clause sentences which use the relative pronouns who, which and that • Sentences which open with simile starters (further stretch) • A range of sentences which have been purposely used for effect 		
<p><u>Punctuation</u></p>	<ul style="list-style-type: none"> ▪ Inverted commas ▪ Commas for clauses ▪ Commas for lists 	<ul style="list-style-type: none"> ▪ Colons ▪ Semi-colons ▪ parenthesis 	
<p><u>Short Writing Opportunities</u></p>	<p>Horoscope Re-writing an extract Character description</p> <p style="text-align: center;">setting, description</p> <p style="text-align: right;">A diary entry</p>		
<p><u>Writing KLIPS</u></p>	<p><u>YR5 Reading - Macbeth</u></p> <ul style="list-style-type: none"> ▪ Participate in discussions about texts that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. ▪ Reread and read ahead to locate clues to support understanding. ▪ Scan for key words and text mark to locate key information. ▪ Summarise main ideas drawn from more than one paragraph and identify key details which support this. ▪ Analyse the conventions of different types of writing. <p><u>YR6 Reading - Macbeth</u></p> <ul style="list-style-type: none"> ▪ Demonstrate active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group ▪ Explore texts in groups and deepen comprehension through discussion. ▪ Predict what might happen from information stated and implied. ▪ Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text. ▪ Skim for gist ▪ Scan for key information ▪ Analyse the conventions of different types of writing ▪ Participate in discussions about books, building on their own and others' ideas and challenging views courteously. <p><u>Writing- Year 5</u></p> <ul style="list-style-type: none"> ▪ Create and punctuate complex sentences using simile starters. ▪ Link ideas across paragraphs using adverbials for time, place and numbers e.g. later, nearby, secondly. ▪ Using devices to build cohesion. <p>Identify the audience and purpose.</p> <ul style="list-style-type: none"> ▪ Select the appropriate language and structures. ▪ Use similar writing models. ▪ Blend action, dialogue and description within and across paragraphs. <p>Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</p> <p><u>Year 6</u></p> <ul style="list-style-type: none"> ▪ Manipulate sentences to create particular effects. ▪ Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: in the meantime, meanwhile, in due course, until then. ▪ Identify audience and purpose ▪ Select the appropriate structure, vocabulary and grammar. ▪ Draw on similar writing models, reading and research. ▪ Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. ▪ Use a wide range of devices to build cohesion within and across paragraphs. <div style="display: flex; justify-content: space-between;"> <div data-bbox="1786 1087 2309 1885"> <p><u>Planning</u> Plan and discuss what to write about</p> <p><u>Draft and Writing</u> 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> </div> <div data-bbox="2315 1087 2867 1885"> <p><u>Evaluating and Editing</u> 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.</p> <p><u>Performing</u> Read aloud their writing with intonation to make the meaning clear.</p> </div> </div>		
<p><u>Additional Texts</u></p>	<p>Class read</p>		
<p><u>Enhance Reading Opportunities</u></p>	<p>Summer Production</p>		
<p><u>Extra Curriculum Links</u></p>	<p>History</p>		