

Year 5/6	Autumn Term		Spring Term		Summer Term	
Genres	Legends Newspaper Reports Narrative with Flashback	Setting Description Letters	Non-chronological Report & Explanation	Instructions & Persuasion Traditional Tale	Narrative with Suspense Adverts/persuasive	Y6 Shakespeare Production
Speaking and Listening	<p>This content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years;</p> <ul style="list-style-type: none"> Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge. Articulate and justify answers, arguments and opinions. Give well-structured descriptions, explanations and narratives for different purposes including Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Participate in discussions, presentations, performances, role play, improvisations and debates. Gain and maintain the interest of the listener. Consider and evaluate different viewpoints, attending to and building on the contributions of others. Select the appropriate registers for effective communication. Write from memory sentences, dictated by the teacher, that include words and punctuation taught so far. 					
Class Readers	Hacker (Malorie Blackman)	Letters of the Lighthouse	Running Wild (Michael Morpurgo)	A Necklace of Raindrops	Pig Heart Boy	
Reading for Pleasure and Understanding	<p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, 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, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions 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. recommending books that they have read to their peers, giving reasons for their choices <p>Understand what they read by:</p> <ul style="list-style-type: none"> checking that 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 a characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. 		<p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, 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, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions learning a wider range of poetry by heart preparing poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience recommending books that they have read to their peers, giving reasons for their choices. <p>Understand what they read by:</p> <ul style="list-style-type: none"> Predicting what might happen from what is stated and implied. Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Identify how language, structure and presentation contribute to meaning. 		<p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, plays, 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, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions preparing plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. <p>Understand what they read by:</p> <ul style="list-style-type: none"> 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>Reading for Comprehension</p>	<ul style="list-style-type: none"> • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. • provide reasoned justifications for their views from across a text. 	<ul style="list-style-type: none"> • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. • 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. • retrieve, record and present information from non-fiction • provide reasoned justifications for their views from across a text. • distinguish between statements of fact and opinion 	<ul style="list-style-type: none"> • retrieve, record and present information from non-fiction • provide reasoned justifications for their views from across a text.
<p>Writing</p>	<p>Pupils should be taught to:</p> <p>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 • how words are related by meaning as synonyms and antonyms. <p>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 • Use a thesaurus • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précisising longer passages • 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 [for example, headings, bullet points, underlining] • using layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] • the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. <p>evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • 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 • proof-read for spelling and punctuation errors 		

Spelling Y5	<ul style="list-style-type: none">Review Year 4 Common Exception Words <u>RWI Units 1 – 3</u> <ul style="list-style-type: none">Spell some words with silent letters (1).Words ending in -ibleWords ending in -able. <u>Special Focus 3</u> <ul style="list-style-type: none">Common Exception Words	<u>RWI Unit 4 – 8</u> <ul style="list-style-type: none">Spell some words with silent letters (2).Words ending in -ibly and -ably.Words ending in -ent.Words ending -ence.The sound ee spelt ei. <u>Special Focus 1</u> <ul style="list-style-type: none">Words with letter string 'ough' <u>Special Focus 2</u> <ul style="list-style-type: none">Homophones	<u>RWI Unit 9</u> <ul style="list-style-type: none">Words ending in -ant, -ance and -ancy. <u>Special Focus 4</u> <ul style="list-style-type: none">Common exception words <u>Special Focus 5</u> <ul style="list-style-type: none">Homophones <u>Special Focus 6</u> <ul style="list-style-type: none">Common exception words	<u>Special Focus 7</u> <ul style="list-style-type: none">Common exception words <u>Special Focus 8</u> <ul style="list-style-type: none">Homophones <u>Special Focus 9</u> <ul style="list-style-type: none">Common exception words	<u>RWI Units 10 – 12</u> <ul style="list-style-type: none">Words ending in shus spelt -cious.Words ending in shus spelt -tious. <u>Special Focus 10</u> <ul style="list-style-type: none">Common exception words <u>Special Focus 11</u> <ul style="list-style-type: none">Common exception words	<u>RWI Units 12</u> <ul style="list-style-type: none">Words ending in shul spelt -cial or -tial. <u>Special Focus 12</u> <ul style="list-style-type: none">Common exception wordsCommon exception words Assess and Review.	
	Common Exception Words (orange words): accommodate, accompany, according, aggressive, appreciate, attached, thorough, cemetery, competition, environment, dictionary,	Common Exception Words (orange words): achieve, ancient, leisure, mischievous, neighbour, soldier, variety, government, individual, parliament	Common Exception Words (orange words): rhyme, rhythm, symbol, system, forty, curiosity, embarrass, excellent, exaggerate, especially, interrupt	Common Exception Words (orange words): develop, determined, familiar, definite, awkward, persuade, immediately, suggest, marvellous, necessary, programme, recommend	Common Exception Words (orange words): convenience, muscle, disastrous, neighbour, interfere, average, desperate, temperature, vegetable, frequently, equipment	Common Exception Words (orange words): bruise, nuisance, recognise, criticise, prejudice, pronunciation, relevant, sacrifice, shoulder, signature, sincere(ly), twelfth	
Spelling Y6	<u>RWI Units 1 – 3</u> <ul style="list-style-type: none">Adding suffixes (1)Adding suffixes to words ending in e (2)Adding suffixes -ment -ful -ly (3) <u>Special Focus 1</u> <ul style="list-style-type: none">Words with letter string 'ough' <u>Special Focus 2</u> <ul style="list-style-type: none">Common Exceptions Words <u>Special Focus 3</u> <ul style="list-style-type: none">Homophones <u>Special Focus 4</u> <ul style="list-style-type: none">Common Exceptions Words	<u>RWI Units 4 – 6</u> <ul style="list-style-type: none">Adding suffixes to words ending in short vowel and consonant. (4)Adding suffixes to words ending in y, changing the y for an i. (5)The sh sound spelt ti or ci <u>Special Focus 5</u> <ul style="list-style-type: none">Common Exceptions Words <u>Special Focus 6</u> <ul style="list-style-type: none">Homophones <u>Special Focus 7</u> <ul style="list-style-type: none">Common Exceptions Words	<u>RWI Units 7 – 9</u> <ul style="list-style-type: none">The sh sound spelt si or ssi.Silent letters.The spelling ei and ie. <u>Special Focus 8</u> <ul style="list-style-type: none">Common Exceptions Words <u>Special Focus 11</u> <ul style="list-style-type: none">Common Exceptions Words	Review and Assess SATs Prep		<u>RWI Units 10 – 12</u> <ul style="list-style-type: none">Words ending ible and -able.Pluralisation Revision (1)Pluralisation Revision (2) <u>Special Focus 9</u> <ul style="list-style-type: none">Using hyphens <u>Special Focus 10</u> <ul style="list-style-type: none">Common Mistakes	<u>Special Focus 12</u> <ul style="list-style-type: none">Homophones<u>Consolidation Session 1</u><u>Consolidation Session 2</u><u>Consolidation Session 3</u><u>Consolidation Session 4</u><u>Consolidation Session 5</u><u>Consolidation Session 6</u>

	Common Exception Words (orange words): communicate, community, committee, harass, occur, occupy, profession, sufficient, correspond, apparent(ly), opportunity, conscious, conscience	Common Exception Words (orange words): guarantee queue vehicle mischievous foreign bargain amateur hindrance leisure language privilege restaurant achieve secretary stomach yacht soldier physical	Common Exception Words (orange words): available category existence controversy explanation identity variety ancient government conscience twelfth conscious environment parliament shoulder soldier			
Terminology for Pupils	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points					
Grammar	<ul style="list-style-type: none">Converting nouns into adjectives using suffixes such as: -ate, -ise, -ify.Verb prefixes [for example, dis-, de-, mis-, over- and re-]Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If <u>I were</u> or <u>Were they</u> to come</i> in some very formal writing and speech]Use expanded noun phrases to convey complicated information concisely		<ul style="list-style-type: none">Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].Use modal verbs or adverbs to indicate degrees of possibilityUse the perfect form of verbs to mark relationships of time and cause		<ul style="list-style-type: none">Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand, in contrast</i>, or as a <i>consequence</i>], and ellipsis	
Punctuation	<ul style="list-style-type: none">Use of commas to clarify meaning and avoid ambiguity.Use of colon to introduce a list and use of semi-colons within lists.Use of semi-colon, colon and dash to mark boundary between independent clauses.		<ul style="list-style-type: none">Using a colon at the start of a list.Punctuation of bullet points to list information.		<ul style="list-style-type: none">Brackets, dashes or commas to indicate parenthesis.How hyphens can be used to avoid ambiguity e.g. man eating shark become man-eating shark.	
Handwriting	Write legibly, fluently and with increasing speed by: <ul style="list-style-type: none">choosing which shape of a letter to use when given choices and deciding whether or not to join specific letterschoosing the writing implement that is best suited for a task					