

Throughout the year, whole class reading sessions and other reading focus lessons linked to the curriculum give pupils regular exposure to the following reading content domains and all question stems:

- 2a give / explain the meaning of words in context
- 2b retrieve and record information / identify key details from fiction and non-fiction
- 2c summarise main ideas from more than one paragraph
- 2d make inferences from the text / explain and justify inferences with evidence from the text
- 2e predict what might happen from details stated and implied
- 2f identify / explain how information / narrative content is related and contributes to meaning as a whole
- 2g identify / explain how meaning is enhanced through choice of words and phrases
- 2h make comparisons within the text

TERM	Year 5
T1 KNOWLEDGE	<p>THE DAM:</p> <p>question word and question marks; modal verbs; subordinating conjunctions; Standard English; adjectives, noun phrases; prepositional phrases; figurative language; relative pronouns, main and subordinate clauses; past tense; adverbials of time; relative pronouns; relative clauses; speech punctuation; subheadings to organise information; formal language; the four sentence types; persuasive language techniques.</p> <p>SPELLING:</p> <ul style="list-style-type: none"> • words from the Year 3/4 statutory word list. • common misconception words • plural rules • common homophones

T1 SKILLS	<p>THE DAM:</p> <ul style="list-style-type: none"> • To ask a range of questions (make predictions about a text; use question words; use question marks; make predictions using modal verbs) • To record factual statements about a subject (subordinating conjunctions to give reasons and express a time; start a sentence with a subordinating conjunction) • To write a formal letter (use formal language and verb choices; conjunctions to sequence time and give reasons) • To describe a moody landscape (create a sense of atmosphere; adjectives, prepositional phrases and noun phrases; personification; use the weather and landscape to reflect the mood) • To write a first-person recount (choose appropriate adjectives; five senses) • To describe a piece of music (noun (of) noun phrases; adj, adj+noun phrases; prepositional phrases; figurative language) • To give information about the past (a range of relative pronouns; recognise a main clause and a subordinate clause; use verbs in the past tense) • To write a diary entry (a range of relative pronouns; simple past tense; adverbials of time; embedded relative clauses) • To plan and write dialogue (first person; synonyms for said; contractions to show speech; show not tell in dialogue to develop character) • To write a holiday brochure (conjunctions; technical language; formal verb choices; range of adjectives; noun phrases; prepositional phrases; range of sentence types; persuasive language; second person to address the reader)
T2 KNOWLEDGE	<p>ROBOT GIRL:</p> <p>modal verbs; adverbs, multi-clause sentences; relative clauses; synonyms; embedded dialogue; abstract nouns; expanded noun phrases; prepositions; adverbials of time and manner; parenthesis; pronouns; cohesion.</p> <p>SPELLING:</p>

	<ul style="list-style-type: none"> • challenge words (Y5/6 statutory words) • words ending in ‘-tious’ and ‘-ious • words ending in ‘-cious’ • words ending in/shul/ spelled ‘-cial • words ending in/shul/ spelled ‘-tial’
T2 SKILLS	<p>ROBOT GIRL:</p> <ul style="list-style-type: none"> • To present opinions orally in a debate (conjunctions to explain ideas; modal verbs to show degrees of possibility; -ly adverbs to add emphasis; present arguments in paragraphs) • To explore the specifics of a narrative genre (explore the elements that make science fiction; share and justify an opinion) • To make inferences based on evidence (retrieve information from a text; conjunctions to justify with evidence; multi-clause sentences) • To compare characters using evidence (select thoughtful adjectives; relative clauses where necessary to add detail to a character; compare characters using conjunctions) • To show characters’ thoughts and feelings through dialogue (synonyms for said; adverbs to show how a character is feeling; accurately punctuate dialogue; embed narrative into dialogue to convey character Ext: I can use ellipses and/or split dialogue) • To use expanded noun phrases to describe feelings (abstract nouns to describe emotions; expanded noun phrases to describe emotions; write in role as a character) • To use modals and adverbs to predict (identify degrees of possibility; conjunctions to give reasons) • To build atmosphere by describing a setting (expanded noun phrases to describe a setting; adverbials to build atmosphere; a range of prepositions) • To write a letter of advice (a range of modal verbs; conjunctions to give reasons; a range of sentence types; Ext: I can use -ly adverbs to add emphasis) • To use adverbials to write an action scene (adverbials of manner and time; specific verb choices for impact; Ext: I can embed dialogue in narrative) • To summarise a text and give an opinion on it (express an opinion on a text; parentheses and relative clauses to add detail)

	<ul style="list-style-type: none"> • To plan a science-fiction narrative (review and identify skills to include; summarise information; identify a clear beginning, middle and end; Ext:explore a narrative twist) • To introduce characters in a narrative (introduce the key character in the present tense; dialogue to portray characters' thoughts and feelings; relative clauses and parentheses to add detail) • To use descriptive techniques to write a science-fiction narrative (show a shift in atmosphere through language choices; dialogue to convey character; expanded noun phrases to show feelings and emotions) • To use a range of adverbials to build tension in a sci-fi narrative (adverbials for cohesion; relative clauses and parentheses to add detail; vocabulary choices suited to science-fiction) • To edit for cohesion (pronouns and adverbials for cohesion; check tense for accuracy)
<p>SUMMATIVE ASSESSMENT T1 and T2</p>	<p>Reading:</p> <p>T1 – NGRT Assessment</p> <p>T2 - NTS Assessments in Reading and SPaG</p> <p>SPaG: fortnightly SPaG and Spelling tests</p> <p>Writing (main writing outcome is underlined)</p> <ul style="list-style-type: none"> • The Dam - <u>Tourist brochure</u>, formal letter, descriptions, dialogue • Robot Girl - <u>Science-fiction narratives</u>, discussions, debates, dialogue, character comparisons, reviews • The Odyssey - <u>epic stories</u>, speeches (proclamation, persuasive, soliloquy), dialogue, missing scenes, postcards, adverts
<p>T3 KNOWLEDGE</p>	<p>THE ISLAND:</p>

	<p>Modal verbs; progressive tense, commas to clarify meaning; contractions; informal tone; subject, verb and object of a sentence; passive and active voice, subjunctive; idiomatic language; brackets, dialogue to advance the action and convey character; adverbials to extend reporting clauses; note-taking; cohesive devices</p> <p>SPELLING:</p> <ul style="list-style-type: none"> • challenge words for T3 (Y5/6 statutory words) • words ending in 'ant' • words ending in 'ance' and 'ancy' • words ending in 'ent' and 'ence' • words ending in 'able' and 'ible' • words ending in 'ably' and 'ibly'
T3 SKILLS	<p>THE ISLAND:</p> <ul style="list-style-type: none"> • To identify themes within a text (modal verbs to make suggestions; verbs in the progressive tense) • To use question tags to form rhetorical questions (commas to clarify meaning; contractions; informal tone) • To use passive verbs to affect the presentation of information in a sentence (identify the subject, verb and object of a sentence; start a sentence with the object; switch between active and passive voice) • To make inferences about a character's thoughts, feelings and motives from their actions (ask a range of investigative questions; draw on evidence from the text; justify my responses) • To use the subjunctive to write a persuasive letter (a range of formal sentence openers; conjunctions to explain; a formal tone to address my reader appropriately) • To use the perfect form in a news bulletin (the auxiliary verbs have/ has; modal verbs to make suggestions; predict what might happen next in a text) • To summarise and discuss parts of a story (discuss understanding of a text; make comparisons to other texts; record my thoughts succinctly Ext: I can use abstract nouns (themes)) • To write a diary entry in an informal tone (use idiomatic language; use brackets and contractions)

	<ul style="list-style-type: none"> • To use dialogue to convey the character and advance the action (use the appropriate punctuation I can use synonyms for 'said' I can use adverbials to extend reporting clauses) • To plan a narrative sequel (sequence events and make notes; summarise a narrative into sections/ paragraphs) • To use descriptive devices to write a sequel narrative (describe setting and characters; thoughtful adjectives; a range of prepositional phrases; dialogue to advance the action) • To use a wide range of cohesive devices to write a narrative (write in past tense consistently; a range of adverbials; use pronouns consistently) • To ensure the consistent and correct use of tense throughout a piece of writing (write in simple past tense; switch to present perfect tense for the epilogue; cohesive devices) • To be able to proofread for spelling punctuation and grammatical errors • To perform their own compositions, using appropriate intonation, volume, and movement
T4 KNOWLEDGE	<p>RUMAYSA:</p> <p>Expanded noun phrases; prepositions; adverbs, adjectives; commands; parenthesis; rhetorical questions; direct speech; reporting clauses; relative pronouns and clauses; personification; modal verbs; conjunctions (cause and effect); past tense; superlatives; adverbials; cohesive devices</p> <p>SPELLING:</p> <ul style="list-style-type: none"> • challenge words for T4 (Y5/6 statutory words) • words ending in 'able', where the 'e' from the root word remains. • words that are adverbs of time. • words ending in 'fer' • words which start with silent letters • words which contain silent letters
T4 SKILLS	RUMAYSA:

	<ul style="list-style-type: none"> • To explore story themes and conventions (identify a story setting and characters; discuss and summarise different plots) • To create a persuasive warning poster (noun phrases; range of prepositions, adverbs and adjectives; commands) • To write informally in role (identify and use the correct homophone in context; parenthesis; rhetorical questions) • To use relative clauses in dialogue (identify the conventions of direct speech; use a relative pronoun; use a reporting clause) • To describe characters in a narrative (comparatives and superlatives; build noun phrases; conventions of speech; relative clauses) • To use persuasive devices to create description (powerful verbs; expanded noun phrases; personification) • To use modals and conjunctions to give advice (modals; conjunctions; experiment with clause order) • To explore the effect of clause order (range of conjunctions, prepositions and adverbs to contrast; vary the order of clauses; identify antonyms) • To infer characters' thoughts and feelings (conjunctions for cause and effect; express thoughts and feelings; use brackets) • To use a range of adverbials in an action scene (modify verbs for impact; adverbs and adverbial phrases for clarity; various adverbials of manner) • To plan a prequel (review and identify skills; summarise information; identify a clear beginning, middle and end) • To write a narrative prequel (range of adverbials; relative clauses; write consistently in past tense; descriptive phrases; thoughtful adjectives; noun phrases; superlatives; dialogue; parenthesis; adverbials to build cohesion)
<p>SUMMATIVE ASSESSMENT 2</p>	<p>T4 - NTS Assessments in Reading and SPaG</p> <p>Written tasks (main writing outcome is underlined):</p>

	<p>The Island: <u>sequel</u>, welcome guides, descriptions, letters of advice, diaries entry in role, imagined conversations</p> <p>Rumaysa: <u>fairy tale reworking (prequel)</u>, warning poster, diary entry, dialogue, villain’s lair advert, character description, missing narrative</p>
T5 KNOWLEDGE	<p>CURIOSITY – THE STORY OF MARS ROVER:</p> <p>Modal verbs; expanded noun phrases; subordinate clauses and commas for clarity; relative clauses; synonyms; abstract nouns; converting verbs to nouns; adverbials of time and place; cohesive devices; multi-clause sentences; commas to mark clauses; passive voice; formal tone</p> <p>SPELLING – SPELLING SHED:</p> <ul style="list-style-type: none"> • challenge words for T5 (Y5/6 statutory words) • words with ‘ie’ after ‘c’ • words where ‘ei’ can make an /ee/ sound • words where ‘ough’ makes an /or/ sound • words containing ‘ough’ • adverbs of possibility and frequency
T5 SKILLS	<p>CURIOSITY – THE STORY OF MARS ROVER:</p> <ul style="list-style-type: none"> • To ask questions and speculate answers (ask a range of questions; speculate an answer) • To use modal verbs to write a proposal (modal verbs to suggest possibilities; specific vocabulary; noun phrases) • To use clauses to clarify meaning (multi-clause sentences; commas to mark clauses; progressive verb forms to clarify) • To convert informal to formal language (appropriate third person pronouns; subordinate clauses and commas for clarity; relative clauses)

	<ul style="list-style-type: none"> • To explore synonyms for abstract nouns (the -er / -or suffix; synonyms for abstract nouns; convert verbs to nouns) • To use cohesive devices (adverbials of time and place; vary the position of adverbial phrases) • To write an explanation of Curiosity's launch (adverbials of time and place; cohesive phrases; multi-clause sentences) • To use the passive voice to write a formal log (passive voice; formal tone; appropriate verbs) • To write a news report (recount events in order; adverbials of time and place; passive voice) • To use dashes to add information • To use expanded noun phrases to create labels (technical vocabulary) • To write an explanation text (multi-clause sentences; commas to mark clauses; cohesive devices; passive voice)
T6 KNOWLEDGE	<p>KENSUKE'S KINGDOM:</p> <p>how to retrieve key information from a text; how to summarise the events of a text; conjunctions to add detail to an answer; the features of a balanced argument; the features of informal writing; the techniques that a writer can use to create an atmosphere of fear; the features of a non-chronological report; brackets, dashes or commas for parenthesis; main and subordinate clauses; the language features of an explanation text</p> <p>SPELLING – SPELLING SHED:</p> <ul style="list-style-type: none"> • challenge words for 6 (Y5/6 statutory words) • homophones and near-homophones • review of Y5 spelling • converting nouns and adjectives into verbs using suffixes - e.g. ate, ise, ify • verb prefixes dis, de, mis, over, re
T6 SKILLS	<p>KENSUKE'S KINGDOM:</p> <ul style="list-style-type: none"> • ongoing reading comprehension strategies • to write a balanced argument with appropriate conjunctions

	<ul style="list-style-type: none"> • to write a letter in an informal style • to be able to annotate a text to identify a writer's techniques to create fear. • to create a 'toolkit' of techniques to create fear • to use a toolkit of techniques in an original piece of writing • to make notes on a text • to use notes to write a non-chronological text with appropriate features • to extend sentences by adding a subordinate clause to a main clause • to create a timeline of events from close reading of a chapter • to apply knowledge of the language features of an explanation text in a piece of writing • to write a letter as a character, making reference to details of a text
<p>SUMMATIVE ASSESSMENT 3</p>	<p>T6 - NTS Assessments in Reading and SPaG</p> <p>Written tasks</p> <p>Curiosity. The story of the Mars Rover (main writing outcome is underlined): <u>expanded explanation for a new rover</u>, proposal to NASA, information labels, short explanation, NASA log of Mars landing, news report</p> <p>Kensuke's Kingdom: balanced argument, letter to Eddie, dialogue, non-chronological report (jellyfish)</p>

<p>Curriculum Enrichment</p>	<p>Author visits (at THS) World Book Day Collaborative writing day at THS</p>
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