Unit	<b>Term 1</b> (14 wk	s)			Suggested Texts
Fiction Modern fiction (3wks)	Spoken Language Participate in discussions, taking turns and listening to what others say and expressing their own views,	Grammar, spelling, punctuation and vocabulary In reading, investigate: The use of relative clauses beginning with who, which, where, when,	Reading and Writing-read books that are structured in different ways (flashbacks, cliffhangers) and note high and low points in narrative (see progression papers for detail) recognise themes in their reading Compare different story structures, including Myths and Legends Identify and discuss themes and conventions across a wide range of modern fiction, e.g. loss or heroism Discuss the author's perspective on events and characters Children to be aware that author's perspective and narrative viewpoint is not always the same. Note when the viewpoint	Teaching strategies (Imitation) (Innovation) (Invention) Guided Writing (To include Write Away Together) -Read aloud and listen to a range of stories -Verbalise stories	Texts The Brothers Grimm stories
	building on their own and others ideas, considering and evaluating different viewpoints.	<ul> <li>whose, that</li> <li>The use of adverbs or modal verbs to indicate degrees of possibility perhaps, surely might, should, could, will, must</li> <li>How paragraphs are linked using adverbials of time, place and number</li> </ul>	<ul> <li>changes in the story.</li> <li>Discuss the change of character during a story and discuss possible reasons for the change. Note what it shows about the character.</li> <li>inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>predict what might happen from details stated and implied.</li> <li>plan and write complete stories. Organise in to paragraphs related to story structure for opening, build-up, climax or conflict, resolution and ending.</li> <li>Experiment with different ways to open a story, e.g. dialogue or an important event.</li> </ul>	using the 5-part model - book talk - Audience and purpose. - post-it technique to change and adapt story structures to include cliffhanger, flashback (WAT) - boxing up - paragraphing - drama techniques to investigate feelings/viewpoint	

Use of words and phrases to indicate the passing of time to build cohesion within a paragraph How commas are used to clarify meaning and avoid ambiguity	and perspective - Write Away Together
In writing, children will apply these skills to: Use relative clauses beginning with who, which, where,	
when, whose, that         To use adverbs or         modal verbs to         indicate degrees of         possibility perhaps,         surely         might, should,	
could, will, must Link paragraphs using adverbials of	

time, numb	blace and er
phrase the pa to bui	ords and as to indicate ssing of time d cohesion a paragraph
clarify	ommas to meaning and ambiguity
able t follow	
Moda	verb,
relativ	e pronoun, e clause,
	hesis, or, dash,
ambig	uity.
Under	stand and use ocabulary
from	eading odal verbs to
indica	te possibility

		When editing their written work, propose changes to vocabulary to enhance effect and clarify meaning		
		chaining meaning		
			by how modern fiction is structured in different ways.	
		fy the author's perspec	bughts and motives from evidence and note how characters chan	ga in a story
		characters reenings, the	bugins and motives nom evidence and note now characters chan	ge m a story.
Writing Out	t <b>comes:</b> Children	will be able to plan ar	nd write complete stories organised into paragraphs relating to the	ne story structure
		iment with different w		
Fiction	Respond to	In reading,	-Read a range of fiction from literary heritage.	Teaching
from our	teaching	investigate:	-identify and discuss themes and conventions.	strategies
Literary	sequence,		- summarise the main ideas drawn from more than one	(Imitation)
heritage	remember	The use of relative	paragraph.	(Innovation)
(2 weeks)	some specific	clauses beginning	- predict what might happen from detail stated and implied.	(Invention)
	points and	with who, which,	-Explore differences in patterns of relationships, customs,	Guided Writing
	identify what	where, when,	attitudes and beliefs in older literature.	(To include Write
	they have	whose, that	- Look at the way characters act and speak in older literature.	Away Together)
	learnt.		- investigate archaic language used, including old fashioned	-Read aloud and
	Listen to	The use of adverbs	words that have fallen out of usage.	listen to a whole
	others and ask	or modal verbs to	-plan and write a short story in the style of a narrative form	novel
	relevant	indicate degrees of	literary heritage that they have studied.	-Verbalise stories
	questions to	possibility <i>perhaps</i> ,		using the 5-part
	extend their	surely		model
	understanding	might, should,		- book talk

and to build	could, will, must	- Audience and	
on their	couia, wiii, must		
	How nonomonho and	purpose.	
vocabulary	How paragraphs are	- post-it technique	
and	linked using	to change and adapt	
knowledge.	adverbials of time,	story structures	
	place and number	(WAT)	
		- drama techniques	
	Use of words and	exploring the use of	
	phrases to indicate	archaic language	
	the passing of time	- boxing up -	
	to build cohesion	paragraphing	
	within a paragraph	- Write Away	
		Together	
	How commas are		
	used to clarify		
	meaning and avoid		
	ambiguity		
	In writing,		
	children will apply		
	these skills to:		
	these shins tot		
	Use relative clauses		
	beginning with		
	who, which, where,		
	who, which, where, when, whose, that		
	when, whose, indi		
	To use adverbs or		
	modal verbs to		
	indicate degrees of		

possibility perhaps, surely might, should, could, will, must	
Link paragraphs using adverbials of time, place and number	
Use words and phrases to indicate the passing of time to build cohesion within a paragraph	
Use commas to clarify meaning and avoid ambiguity	
Pupils will also be able to use the following terminology: Modal verb,	
relative pronoun, relative clause, parenthesis, bracket, dash, cohesion,	

			y differences in relationships, customs, attitudes, beliefs and land write a short story in the style of a narrative in the style of ou	
Books	Listen to	In reading,	- Read a book from another culture or tradition.	Teaching
from other	others and ask	investigate:	- compare with other books they have read previously (in	strategies (Invitediere)
cultures and	relevant questions to	The use of relative	other years). - compare characters, settings and themes in books from	(Imitation) (Innovation)
traditions	extend their	clauses beginning	other cultures.	(Invention)
(2 weeks)	understanding	with <i>who</i> , <i>which</i> ,	- Compare with a variety of books studied from their own	Guided Writing
	and to build	where, when,	culture.	(To include Write
	on their	whose, that		Away Together)
	vocabulary			-Read aloud and
	and	The use of adverbs		listen to stories
	knowledge.	or modal verbs to		from other cultures
		indicate degrees of		and traditions
1		possibility <i>perhaps</i> ,		-Verbalise stories

	-	
	surely	using the 5-part
	might, should,	model
	could, will, must	- book talk
		- Audience and
	How paragraphs are	purpose.
	linked using	- post-it technique
4	adverbials of time,	to box up story into
	place and number	5 part model
		- drama techniques
1	Use of words and	exploring the use of
	phrases to indicate	multi-cultural
1	the passing of time	language
1	to build cohesion	- Write Away
	within a paragraph	Together
	How commas are	
1	used to clarify	
I	meaning and avoid	
4	ambiguity	
	How parenthetic	
	devices (brackets,	
	dashes, commas)	
	are used	
	In writing,	
	children will apply	
	these skills to:	
	Use relative clauses	

beginning w who, which, when, whose	where,		
To use adve modal verbs indicate deg possibility p surely might, shou could, will,	rbs or to rees of <i>erhaps</i> ,		
Link paragra using advert time, place a number	pials of		
Use words a phrases to in the passing to build coh within a par	ndicate of time esion		
Use comma clarify mear avoid ambig	ing and		
Use parenth devices (bra dashes, com	ckets,		

To speak Play scriptsIn reading, investigate: audibly and (Linked to otherIn reading, investigate: are punctuated to- Revise the structural conventions for writing a play script. - Read and analyse a variety of play scripts. - Investigate exclusive use of direct speech.Teaching strategies Talk for Writing (Imitation) (Imovation)			Pupils will also be able to use the following terminology: Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity. Vocabulary Understand and use the vocabulary in the Y5 word list Select and use appropriate vocabulary for formal language Use new vocabulary from the texts studied			
scriptsaudibly and maintaining other- Investigate exclusive use of direct speech. - Pupils to write their own playscripts based on stories from other cultures and traditionsTalk for Writing (Imitation) (Imitation)	Play				-	
(Linked to othermaintaining the interestHow play scripts are punctuated to- Pupils to write their own playscripts based on stories from other cultures and traditions(Imitation) (Innovation)	-	-				
	(Linked to		How play scripts	- Pupils to write their own playscripts based on stories from	(Imitation)	
			<b>•</b>			
cultures andof listeners.lend clarity to speech and stage- Perform a play script they have read and their own(Invention)Guided Writing		of listeners.	-	- Perform a play script they have read and their own	× ,	

traditions	directions	(To include Write
(1wk)		Away Together)
	How parenthetic	Reciprocal
	devices are used to	reading strategies.
	add detail	- Guided reading
		(share examples of
	In writing:	playscripts, recap
		conventions)
	Use correct	- Reading as a
	punctuation in play	writer
	scripts to lend	-Read aloud and
	clarity to speech	orally perform
	and stage directions	playscripts
		- book talk
	Use parenthetic	- role play, hot
	devices to add	seating, drama
	detail	activities
		- props
	Pupils will also be	- Inference from
	able to use the	pictures/text (focus
	following	of character's
	terminology:	emotions and how
	Modal verb,	these are depicted
	relative pronoun,	through dialogue)
	relative clause,	- oral rehearsal
	parenthesis,	- Write Away
	bracket, dash,	Together
	cohesion,	
	ambiguity.	
	Vocabulary	

		Hear and learn new vocabulary Use vocabulary appropriate for formal and informal		
		language		
Ortorrah				<u> </u>
		from other cultures and will be able to compare	nd play scripts are characters, settings and themes in books from their own and	other cultures
			ictural conventions and use of direct speech.	i other cultures.
			e to read and perform their own playscript.	
-	2 2		ad write their own play script from another culture or tradition.	
Non-	Listen to	In reading,	-Identify the features of recounted texts using the Subject	Teaching
Fiction	others and ask	<u> </u>	Knowledge Papers.	strategies
Recounts	relevant		- investigate sports reports, diaries, police reports.	Talk for Writing
(2 weeks)	questions to	The use of relative	-use the language features of recounts (see Subject	(Imitation)
	extend their	clauses beginning	Knowledge Papers) when recounting events orally.	(Innovation)
	understanding	with <i>who</i> , <i>which</i> ,	- write a recount	(Guided Writing)
	and to build	where, when,		- Reciprocal
	on their	whose, that		reading strategies.
	vocabulary	The second states		-Guided reading –
	and	The use of adverbs or modal verbs to		share sports reports,
	knowledge.	indicate degrees of		police reports, diaries focus on
		possibility <i>perhaps</i> ,		language features
		surely		- Inference work –
		might, should,		focus on headlines,
		could, will, must		effect created to
				entice reader (Book

	How paragraphs are	talk)
	linked using	- Teacher model
	adverbials of time,	orally alongside
1	place and number	text map (with
		more complex
	Use of words and	sentence signposts
	phrases to indicate	e.g. Moments later,
	the passing of time	In a short while
t	to build cohesion	after)
	within a paragraph	-boxing up to
		support sequencing
	How commas are	events.
1	used to clarify	- read, evaluate
1	meaning and avoid	sports reports,
1	ambiguity	crime reports,
		diaries
	In writing,	- Children verbalise
	children will apply	sequence of events
1	these skills to:	from own text map
		- Book talk,
	Use relative clauses	Reading as a writer
	beginning with	
	who, which, where,	
1	when, whose, that	
	To use adverbs or	
1	modal verbs to	
i	indicate degrees of	
	possibility <i>perhaps</i> ,	
	surely	

might, should, could, will, mu		
Link paragraph using adverbia time, place and number	ls of	
Use words and phrases to indi the passing of to build cohesi within a parag	cate time on	
Use commas te clarify meanin avoid ambigui	g and	
Pupils will als able to use the following terminology: Modal verb,		
relative pronou relative clause parenthesis, bracket, dash, cohesion,		
ambiguity. Vocabulary		

		Use temporal vocabulary and phrases to indicate the passing of time Understand and use vocabulary from the Y5 word list		
			by the features of a recount text in a variety of different forms.	
			e to recount an event orally.	
			recount in a chosen form.	
Explanatio	Participate in	In reading,	-Analyse a range of explanatory texts	Teaching
ns	discussions,	investigate:	-engage in teacher demonstration on how to research and	strategies
(1wk	taking turns		plan a page of a reference book, using shared note-making	Talk for Writing
teaching	and listening	The use of relative	and writing the page.	(Imitation)
and a	to what others	clauses beginning		(Innovation)
further	say and	with which, where,		(Guided Writing)
week cross-	expressing	when, that		- Reciprocal
curricular)	their own			reading strategies.
	views,	The use of adverbs		-Guided reading –
	building on	or modal verbs to		share a range of
	their own and	indicate degrees of		explanation texts
	others ideas,	possibility <i>perhaps</i> ,		use as models to
	considering	surely		focus on
	and evaluate	might, should,		structure/language.
	different	could, will, must		-boxing up to
	viewpoints.			support sequencing
	-	How paragraphs are		events.

linked using sub	- read, evaluate	
headings	explanation texts	
	-Reading as a writer	
How commas and		
parenthetic devices		
are used to clarify		
meaning and avoid		
ambiguity		
In writing,		
children will apply		
these skills to:		
Use relative		
clauses beginning with <i>which</i> , <i>where</i> ,		
when, that		
when, that		
Use adverbs or		
modal verbs to		
indicate degrees of		
possibility <i>perhaps</i> ,		
surely		
might, should,		ļ
could, will, must		
Use paragraphs to		
link ideas/themes		
using sub headings		

Use commas and					
parenthetic devic	es				
to clarify meanin					
and avoid					
ambiguity					
Pupils will also	e				
able to use the					
following					
terminology:					
Modal verb,					
relative pronoun,					
relative clause,					
parenthesis,					
bracket, dash,					
cohesion,					
ambiguity.					
Vocabulary					
Use vocabulary					
appropriate for					
formal speech					
Use and understa	nd				
subject specific					
vocabulary					
<b>Reading Outcomes:</b> Children will be able to re-	earch and identify t	he characteristics	of a page of a refer	ence book	
Writing Outcomes: Children will be able to te				CHUC DOOK.	
writing Guttomes. Children win de able to us	shared hotes to wh	ic a page of a felo			

Non-	Listen to	In reading,	-Revise features and structures of a non-chronogical report.	Teaching
chronologi	others and ask	investigate:	-Research (linked to topic).	strategies
cal reports	relevant	_	-review what is known, what is needed, what is available and	Talk for Writing
(1wk	questions to	The use of relative	where one may search.	(Imitation)
teaching	extend their	clauses beginning	- précising longer passages	(Innovation)
and a	understanding	with which, who,	-write a non-chronological report in another subject area.	(Guided Writing)
further	and to build	whose, where,		- Reciprocal
week cross-	on their	when, that		reading strategies.
curricular)	vocabulary			-Guided reading –
linked with	and	The use of adverbs		share a range of
Research	knowledge.	or modal verbs to		non-chronological
Progression		indicate degrees of		reports to use as
papers.		possibility <i>perhaps</i> ,		models to focus on
		surely		structure/language.
		might, should,		-boxing up to
		could, will, must		support
				paragraphing
		How paragraphs are		- read, evaluate
		linked using sub		texts
		headings		-Reading as a writer
		How adverbials of		
		time, place and		
		number are used to		
		link ideas		
		How commas and		
		parenthetic devices		
		are used to clarify		
		meaning and avoid		

ambiguity	
In writing: Use relative clauses beginning with which, who, whose, where, when, that	
Use adverbs or modal verbs to indicate degrees of possibility <i>perhaps</i> , <i>surely</i> <i>might</i> , <i>should</i> , <i>could</i> , <i>will</i> , <i>must</i>	
Use sub headings to link paragraphs	
Use adverbials of time, place and number to link ideas	
Use commas and parenthetic devices to clarify meaning and avoid ambiguity	

		Pupils will also be able to use the following terminology: Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity. Vocabulary Use age appropriate academic vocabulary and subject specific vocabulary			
-			uestions and research information for a topic. betes based on the research questions posed. Children will be able	e to plan and write a no	on-chronological
Poetry to	To speak	Pupils will also be	-read and analyse a poem	Teaching	
perform	clearly and	able to use the	- Explain the use of an unusual language choices and effects.	strategies	
(2wks)	audibly and maintaining	following terminology:	-comment on how this influences the meaning. -Perform the poem, varying pitch, pace, volume, expression	Talk for Writing (Imitation)	
	the interest	Modal verb,	and the use of pauses to create impact.	(innovation)	
	of listeners.	relative pronoun,	and the use of pauses to create impact.	(Invention)	
	or insteners.	relative clause,		Read and listen to a	

parenthesis,	range of poetry.
bracket, dash,	-discuss vocab used
cohesion,	and play games to
ambiguity.	develop the
	children's use of
	vocabulary
	(Jumpstart by Pie
	Corbett)
	-children to
	innovate by
	changing the vocab
	used but by keeping
	the structure the
	same.
	- likes/ dislikes
	- Book talk
	- focus on impact
	and effect
	- Drama activities –
	Jumpstart by Pie
	Corbett
	- Model how to
	recite and perform
	in rhythm.
	- Recite poem as a
	class, in groups,
	pairs.
	- Film pupils
	performing poem,
	peer assessment

		with teacher support and improve.	
<b>Reading Outcomes:</b> Children will be able to identify <b>Spoken Language Outcomes:</b> Children will be able	unusual language choices and the effect on meaning. to perform the poem read using pitch, pace, volume, pauses and	d expression to create i	mpact.

Where there is no writing outcome, this is an opportunity for teachers to focus on group writing targets during guided writing sessions

Unit	<b>Term 2</b> (14 wks	<b>Term 2</b> (14 wks)				
Fiction Modern fiction (2wks) - Revise work from Term 1.	Spoken Language Listen to others and ask relevant questions to extend their understanding	Grammar, Spelling, punctuation and vocabulary In reading, investigate: The use of relative clauses beginning with who, which, where, when, whose, that The use of adverbs or modal verbs to indicate degrees of possibility perhaps,	<ul> <li>Reading and Writing <ul> <li>Analyse the structure of complex narratives with nonlinear chronology. Note the way the author signals changes in time and place. Note who was telling the story and if the author addresses the reader directly (authors perspective and narrative viewpoint).</li> <li>Identify the audience and explore how narration relates to events.</li> <li>Review different ways to build and present a character.</li> <li>E.g. dialogue, action or description.</li> <li>plan and write a complete story aimed at a specific audience.</li> <li>Re-write the same story for an alternative point of view.</li> <li>vary pace by using direct or reported speech.</li> </ul> </li> </ul>	<u>Teaching</u> <u>Strategies</u>	Texts The Brothers Grimm stories	

surely		
might, should,		
could, will, must		
TT1		
How paragraphs		
are linked using adverbials of time,		
place and number		
place and number		
Use of words and		
phrases to indicate		
the passing of time		
to build cohesion		
within a paragraph		
How commas are		
used to clarify		
meaning and avoid		
ambiguity		
In writing,		
children will		
apply these skills		
to:		
Use relative clauses		
beginning with		
who, which, where,		
when, whose, that		
1		

To use adverbs or modal verbs to indicate degrees of possibility perhaps, surely might, should, could, will, must       Image: Could of the could o	
indicate degrees of       possibility perhaps,         surely       might, should,         could, will, must       Link paragraphs         Link paragraphs       using adverbials of         time, place and       Image: the state of time, place and	
possibility perhaps, surely might, should, could, will, must Link paragraphs using adverbials of time, place and	
surely         might, should,         could, will, must         Link paragraphs         using adverbials of         time, place and	
surely         might, should,         could, will, must         Link paragraphs         using adverbials of         time, place and	
might, should,         could, will, must         Link paragraphs         using adverbials of         time, place and	
could, will, must       Link paragraphs       using adverbials of       time, place and	
Link paragraphs using adverbials of time, place and	
using adverbials of time, place and	
using adverbials of time, place and	
time, place and	
number	
Use words and	
phrases to indicate	
the passing of time	
to build cohesion	
within a paragraph	
Use commas to	
clarify meaning	
and avoid	
ambiguity	
Pupils will also be	
able to use the	
following	
terminology:	
Modal verb,	
relative pronoun,	
relative clause,	

		parenthesis, bracket, dash, cohesion, ambiguity.			
Reading Ou character.	tcomes: Children	will be able to identif	y the structure of complex narratives, including changes in time	e and place and how t	o build a
Writing Ou	tcome: Children	will be able to plan and	d write a complete story based on modern fiction.		
-		-	an alternative point of view.		
Fiction	To describe	In reading,	-Revise work from Term 1.		
from our	and explain	investigate:	-identify and discuss themes and conventions.		
literary	what they		- summarise the main ideas drawn from more than one		
heritage	have learnt	The use of relative	paragraph.		
(3wks)	with an	clauses beginning	- predict what might happen from detail stated and implied.		
	increasing	with <i>who</i> , <i>which</i> ,	- Investigate the sentence structure and grammar no longer		
	command of	where, when,	commonly used, e.g. that which you seek, you shall find in		
	standard	whose, that	the forest.		
	English		- look for evidence in differences in older literature that will		
		The use of adverbs	affect the way that characters behave or plot unfolds. Relate		
		or modal verbs to	back to term 1.		
		indicate degrees of	- write in the style of an author from literary heritage which		
		possibility <i>perhaps</i> ,	has been studied, focusing on vocabulary from Term 1 (e.g.		
		surely	archaic language) and sentence structure.		
		might, should,	- Use the right kind of old fashioned language when		
		could, will, must	characters speak to one and other (consider using a translation dictionary – old and new language).		
		How paragraphs	u ansiauon uicuonary – olu anu new language).		
		How paragraphs			
		are linked using			

	adverbials of time,
	place and number
	How ideas are
	linked across
	paragraphs using
	tense choices (e.g.
	he <b>had</b> seen her
	before)
	Use of words and
	phrases to indicate
	the passing of time
	to build cohesion
	within a paragraph
	How commas are
	used to clarify
	meaning and avoid
	ambiguity
	In writing,
	children will
	apply these skills
	to:
	Use relative clauses
	beginning with
	who, which, where,
	when, whose, that
L L	

	ı
To use adverbs or modal verbs to indicate degrees of possibility <i>perhaps</i> , <i>surely</i> <i>might</i> , <i>should</i> , <i>could</i> , <i>will</i> , <i>must</i>	
Link paragraphs using adverbials of time, place and number	
Link ideas across paragraphs using tense choices (e.g. <i>he had seen her</i> <i>before</i> )	
Use words and phrases to indicate the passing of time to build cohesion within a paragraph	
Use commas to clarify meaning and avoid ambiguity	

		Pupils will also be able to use the following terminology: Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.		
			y how characters behave and plots unfold in older literature.	
			nd grammar no longer commonly used. the style of an author from our literary heritage.	
Play	To speak	In reading,	-Revise the features of playscripts.	
scripts	clearly and	investigate:	- prepare a play to read aloud and perform, showing	
(1wks)	audibly	8	understanding through intonation, tone and volume so that	
	gaining and	How play scripts	the meaning is clear to an audience.	
	maintaining	are punctuated to		
	the interest of	lend clarity to		
	the listeners	speech and stage directions		
		uncenons		
		How parenthetic		
		devices are used to		
		add detail		

and justify

evidence To articulate

The use of adverbs

or modal verbs to

Reading Ou	<b>itcomes:</b> Childrer	Pupils will also be able to use the following terminology: Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.	playscript and identify features.		
Spoken Lar an audience.	0 0	s: Children will be able	e to prepare and perform a play using intonation, tone and volur	ne so that the meanin	g is clear to
	-	tcome, this is an oppor	tunity for teachers to focus on group writing targets during guid	led writing sessions	
Persuasive	To present a	In reading,	-Read and evaluate letters intended to inform, protest,		
writing	spoke	investigate:	complain, persuade, considering (i) how they are set out, and		
(2wks)	argument,	The use of relative	(ii) how language is used (refer to Subject Knowledge		
	sequencing points	clauses beginning	Papers). - Collect and investigate use of persuasive devices (see		
	logically and	with <i>who</i> , <i>which</i> ,	Progression Papers).		
	defending	where, when,	- Draft and write a persuasive letter for a real purpose and		
	views with	whose, that	edit and present to finished state.		
			call and present to infibiled state.		

answers,	indicate degrees of		
arguments	possibility <i>perhaps</i> ,		
and opinions.	surely		
	might, should,		
	could, will, must		
	The variety of		
	sentence structures		
	found in a		
	persuasive text		
	How commas are		
	used to clarify		
	meaning and avoid		
	ambiguity		
	In whiting		
	In writing, children will		
	apply these skills		
	to:		
	Use relative clauses		
	beginning with		
	who, which, where,		
	when, whose, that		
	To use adverbs or		
	modal verbs to		
	indicate degrees of		
	possibility <i>perhaps</i> ,		

		surely might, should, could, will, must Use a variety of sentence structures Use commas to clarify meaning and avoid ambiguity <b>Pupils will also be</b> <b>able to use the</b> <b>following</b> <b>terminology:</b> Modal verb, relative pronoun, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.			
Reading Out	comes: Children	will be able to read an	nd evaluate letters intended to inform, protest, complain and pe	rsuade.	
Writing Outo	comes: Children	will be able to plan, w	vrite and edit a persuasive letter using persuasive devices.		
Discussion	To present a	In reading,	-In exploring persuasive texts and those presenting a		

texts	spoken	investigate:	particular argument, distinguish and discuss any texts which	
(2wks)	argument,	m, congutt.	seems to be trying to present a more balanced or reasoned	
(2016)	sequencing	The use of relative	view or which explore more than one possible perspective	
	points	clauses beginning	on an issue.	
	logically and	with <i>who</i> , <i>which</i> ,	- Read and identify the structures and language features of a	
	defending	where, when,	discussion text (see Subject Knowledge Papers).	
	views with	whose, that	- Experiment with the presentation of various views	
	evidence		1 1	
	(using notes),	The use of adverbs		
	gaining,	or modal verbs to		
	maintaining	indicate degrees of		
	and	possibility <i>perhaps</i> ,		
	monitoring	surely		
	the interest	might, should,		
	of listeners.	could, will, must		
		The variety of		
		sentence structures		
		found in a		
		discussion text		
		How commas are		
		used to clarify		
		meaning and avoid		
		ambiguity		
		In whitin -		
		In writing,		
		children will		
		apply these skills		
		to:		

<b>I</b>		
	Use relative clauses beginning with who, which, where, when, whose, that	
	To use adverbs or modal verbs to indicate degrees of possibility <i>perhaps</i> , <i>surely</i> <i>might</i> , <i>should</i> , <i>could</i> , <i>will</i> , <i>must</i>	
	Use a variety of sentence structures	
	Use commas to clarify meaning and avoid ambiguity	
	Pupils will also be         able to use the         following         terminology:         Modal verb,         relative pronoun,	
	relative pronoun, relative clause, parenthesis,	

Reading Out	<b>comes:</b> Childrer	bracket, dash, cohesion, ambiguity.	fy and distinguish between discussion texts and persuasive texts		
0			anguage features of a discussion text.		
			nd write a discussion text experimenting with the presentation of	f various views.	
<b>Poetry to</b> <b>perform</b> (1wks)	To speak clearly and audibly capturing and maintaining the interest of the audience	Pupils will also be able to use the following terminology: Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.	<ul> <li>-Read and discuss the poem and the poet's viewpoint.</li> <li>-Justify own response and interpretation.</li> <li>- Perform the poem, varying pitch, pace, volume, expression and the use of pauses to create impact. Use dramatic interpretation.</li> </ul>		
Spoken Lang	guage Outcome	s: Children will be able	fy the poet's viewpoint and justify own response. e to perform a poem varying pitch, pace, volume, expression and tunity for teachers to focus on group writing targets during guid	-	pretation.

Where there is no writing outcome, this is an opportunity for teachers to focus on group writing targets during guided writing sessions

Unit	<b>Term 3</b> (14 wks	3)			Suggested Texts
Fiction	Spoken	Grammar,	Reading and Writing	<u>Teaching</u>	The
	Language	Spelling,	- Revise over previous terms.	Strategies	Brothers
		punctuation and	- Explore ways to change the narrative viewpoint.		Grimm
		vocabulary	- Look for evidence of characters changing in the story		stories
Modern	To use the		and discuss possible reasons, what it shows about the		
Fiction	language of	In reading,	character and whether the change met or challenged the		
(3 weeks)	possibility to	investigate:	children's expectations.		
	investigate		- Recognise that characters may have different		
	hypotheses	The use of relative	perspectives on events in the story and consider different		
		clauses beginning	accounts of the same event.		
	Participate in	with who, which,	-infer characters' feelings, thoughts and motives from		
	discussion,	where, when,	their actions and justify with evidence.		
	taking tirns	whose, that	- Analyse the structure of complex narratives with non-		
	and listening		linear chronology. Note the way the author signals		
	to what others	The use of adverbs	changes in time and place. Note who was telling the story		
	say and	or modal verbs to	and if the author addresses the reader directly (authors		
	expressing	indicate degrees of	perspective and narrative viewpoint).		
	their own	possibility	- How does the author use dialogue to move the plot		
	views	perhaps, surely	forward.		
	buildinbg on	might, should,	- write in the style of the particular authors studied.		
	their own and	could, will, must	- complete a section of the story and add dialogue.		
	others ideas,		- plan and write a longer story with a longer structure.		
	considering	How paragraphs	Experiment with the order of chapters or paragraphs to		
	and evaluation	are linked using	achieve different effects. Use dialogue to build character,		
	different	adverbials of time,	check for consistency in narrative voice when telling each		
	viewpoints	place and number,	part of the story.		
		and also tense			

choices	
Use of words and	
phrases to indicate	
the passing of time	
to build cohesion	
within a paragraph	
How commas are	
used to clarify	
meaning and avoid	
ambiguity	
Here we would be the	
How parenthetic devices are used to	
add detail	
How dialogue is	
punctutated	
In writing, children will	
apply these skills	
to:	
Use relative	
clauses beginning	
with who, which,	
where, when,	
whose, that	
	]
--	---
To use adverbs or modal verbs to indicate degrees of possibility <i>perhaps, surely</i> <i>might, should,</i> <i>could, will, must</i>	
Link paragraphs using adverbials of time, place and number, and also tense choices	
Use words and phrases to indicate the passing of time to build cohesion within a paragraph	
Use commas to clarify meaning and avoid ambiguity	
Use parenthetic devices to add detail	

		Punctuate			
		correctly,			
		including speech			
		punctuation			
		Pupils will also be			
		able to use the			
		following			
		terminology:			
		Modal verb,			
		relative pronoun,			
		relative clause,			
		parenthesis,			
		bracket, dash,			
		cohesion,			
		ambiguity.			
			he structure of complex narratives with non-linear chronolog	y. They will be able	to recognise
that characters of	change in a story a	and discuss reasons.			
Spoken Langu	age Outcomes: (	Children will be able to	o answer with extended contributions – justifying their views	with evidence.	
	01.11	11 1 1 1 1 1		. 1 1 1	
Fiction from			write in the style of the particular author studied using dialog	ue to develop a chara	acter.
	To describe	In reading,	<ul> <li>Revise work from previous terms.</li> <li>summarise the main ideas drawn from more than one</li> </ul>		
our literary	and explain what they have	investigate:			
heritage (2wks)	learnt with an	The sentence	paragraph.		
(ZWKS)	increasing	structure used in	- predict what might happen from detail stated and implied.		
	command of	description	- Investigate another work from our literary heritage.		
	standard		- Identify the type of language and sentence structure used		
	stallualu		- Identity the type of language and sentence structure used		

Г 1' 1		· .1 1 ·	
English.	The use of relative	in the description.	
To articulate	clauses to convey	- identify the actions used in the description.	
and justify	accurate historical	- Identify dialogue used in the description.	
answers,	detail	- include accurate historical detail, e.g. He threw his	
arguments and		sword to the floor and rushed down the stone spiral	
opinions.	The use of adverbs	staircase or Wait, I'll get a candle to light our way.	
To use formal	or modal verbs to	- Develop improvisation and role play using spoken	
and informal	indicate degrees of	language imaginatively in fitting with the author's style of	
registers	possibility	fiction.	
purposefully.	perhaps, surely	- write a section incorporating the dialogue explored in the	
	might, should,	improvisation activity based on the style of text/s from	
	could, will, must	literary heritage studied.	
	How paragraphs		
	are linked using		
	adverbials of time,		
	place and number		
	1		
	How ideas are		
	linked across		
	paragraphs using		
	tense choices (e.g.		
	he <b>had</b> seen her		
	before)		
	<i>, , ,</i>		
	Use of words and		
	phrases to indicate		
	the passing of time		
	to build cohesion		
	within a paragraph		
	mann a paragraph		

How commas are used to clarify meaning and avoid	
ambiguity	
How parenthetic devices are used to add detail	
How dialogue is punctuated	
In writing, children will	
apply these skills to:	
Use sentence structures	
appropriate to fiction from our	
literary heritage	
Use relative clauses to convey	
accurate historical detail	
Use adverbs or	

modal verbs to indicate degrees of possibility perhaps, surely might, should, could, will, mustLink paragraphs using adverbials of time, place and numberLink ideas across paragraphs using tense choices (e.g. he had seen her before)Use words and phrases to indicate the passing of time to build cohesion within a paragraph	
to build cohesion	
Use commas to clarify meaning and avoid ambiguity	
Use parenthetic	

		1			
		devices to add			
		detail			
		Punctuate correctly			
		including dialogue			
		Pupils will also be			
		able to use the			
		following			
		terminology:			
		Modal verb,			
		relative pronoun,			
		relative clause,			
		parenthesis,			
		bracket, dash,			
		cohesion,			
		ambiguity.			
Reading Outco	mes: Children w	ill be able to predict w	hat might happen and identify the type of language and sente	ence structure used in	descriptions
in the text.					
Spoken Langu	age Outcomes: (	Thildren will be able to	o use spoken language imaginatively in keeping with the auth	ors style to develop	improvisation
and role play.			, use sponen ungauge mugnut very in keeping with the utili		in proviouion
and fore pluy.					
Writing Outco	mes: Children wi	ill be able to write a se	ction from the role play in narrative form based on the style of	of texts studied.	
Play scripts	To speak	In reading,	- Revise the features of play scripts.		
(2wks)	clearly and	investigate:	- write and evaluate a play script.		
	audibly	Č	- perform their own play script		
	gaining and	How play scripts			
	maintaining	are punctuated to			
	8	r			

the interest of	lend clarity to		
the audience	speech and stage		
	directions		
	How parenthetic		
	devices are used to		
	add detail		
	In writing,		
	children apply		
	these skills to:		
	Punctuating play		
	scripts to lend		
	clarity to speech		
	and stage		
	directions		
	Use parenthetic		
	devices to add		
	detail		
	Pupils will also be		
	able to use the		
	following		
	terminology:		
	Modal verb,		
	relative pronoun,		
	relative clause,		
	parenthesis,		
	bracket, dash,		

Spoken Langu	cohesion, ambiguity.         Reading Outcomes: Children will be able to secure their knowledge of the features of play scripts.         Spoken Language Outcomes: Children will be able to perform their own play script.         Writing Outcomes: Children will be able to write and evaluate their play script from their own improvisation.						
Revise the six non-fiction genres (5wks)	To present an oral summary	Pupils will also be able to use the following terminology: Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.	<ul> <li>The skills of information retrieval should be taught across the curriculum as well as recording and presenting information.</li> <li>Summarise the main ideas drawn from more than one paragraph.</li> </ul>				
Non- chronological reports	To use formal and informal registers purposefully	In reading, investigate: How paragraphs are linked using sub headings and other cohesive devices	- revise features, plan and compose, edit short non- chronological, comparative report focusing on clarity, conciseness and impersonal style. Can be done across the curriculum.				

How tense choice
is used to link
ideas
How the full range
of punctuation aids
clarity
In whiting.
In writing:
Use sub headings
and other cohesive
devices to link
paragraphs
Use tense choice to
link ideas
Use the full range
of punctuation to
aid clarity
Pupils will also be
able to use the following
following terminology:
Modal verb,
relative pronoun,
relative prototil, relative clause,

Reading Outco	o <b>mes:</b> Children w	parenthesis, bracket, dash, cohesion, ambiguity. ill be able to identify t	the features of non-chronological reports.	
Writing Outco	mes: Children wi	ll be able to plan and	write a short non-chronological report.	
Explanatory text	Respond to a teaching sequence remembering some specific points and identifying what they have learnt	In reading, investigate: How paragraphs are linked using sub headings and other cohesive devices How commas and parenthetic devices are used to clarify meaning and avoid ambiguity	- In another curriculum area, plan, compose, edit and refine explanatory texts using reading as a source, focusing on clarity, conciseness and a personal style	
		In writing, children will apply these skills to: Link paragraphs		

	· · · · ·					
		using sub headings				
		and other cohesive				
		devices				
		Use commas and				
		parenthetic devices				
		to clarify meaning				
		and avoid				
		ambiguity				
		Pupils will also be				
		able to use the				
		following				
		terminology:				
		Modal verb,				
		relative pronoun,				
		relative clause,				
		parenthesis,				
		bracket, dash,				
		cohesion,				
		ambiguity.				
Reading Outco	omes: Children wil	I be able to identify t	he features of an explanatory text.			
		1 h a abba da mban				
writing Outco	Writing Outcomes: Children will be able to plan, compose, edit and refine an explanatory text.					
Recounts	To use formal	In reading,	-revise the features and structures of recounted texts.			
	and informal	investigate:	- write a recount for two contrasting audiences, such as a			
	registers	U U	close friend and an unknown reader. Children to decide on			

	fully The use of	own form	
purpose		own form.	
	relative clauses		
	beginning with		
	who, which,		
	where, when,		
	whose, that		
	The use of		
	adverbs or modal		
	verbs to indicate		
	degrees of		
	possibility		
	perhaps, surely		
	might, should,		
	could, will, must		
	Use of words and		
	phrases to		
	indicate the		
	passing of time to		
	build cohesion		
	within a		
	paragraph		
	In writing,		
	children will		
	apply these skills		
	to:		

Use relative	
clauses beginning	
with who, which,	
where, when,	
whose, that	
To use adverbs or	
modal verbs to	
indicate degrees	
of possibility	
perhaps, surely	
might, should,	
could, will, must	
Use words and	
phrases to	
indicate the	
passing of time to	
build cohesion	
within a	
paragraph	
Pupils will also	
be able to use the	
following	
terminology:	
Modal verb,	
relative pronoun,	
relative clause,	
parenthesis,	
bracket, dash,	

		cohesion,		
		ambiguity.		
		amorgunty.		
Deading Outer	mage Children wil	l ha abla ta idantifu t	he features of a recount text.	
Reading Outco	omes: Children wit	i de able to identify t	ne reatures of a recount text.	
Writing Outco	mes: Children will	be able to plan and	write a recount for two contrasting audiences.	
Persuasive	To present a	In reading,	-construct an argument in note form then full text to	
text	spoken	investigate:	persuade others of a point of view and present the case to	
	argument,	C	the class.	
	sequencing	The use of	-use a wide range of devices to build cohesion within and	
	points logically	adverbs or modal	across paragraphs.	
	and defending	verbs to indicate	-understand how persuasive writing can be adapted for	
	views with	degrees of	different audiences and purposes.	
	evidence (using	possibility		
	notes), gaining,	perhaps, surely		
	maintaining	might, should,		
	and	could, will, must		
	monitoring the			
	interest of	The variety of		
	listeners	sentence		
		structures and		
		cohesive devices		
		found in a		
		persuasive text		
		In writing,		
		children will		
		apply these skills		

to:	
Use adverbs or	
modal verbs to	
indicate degrees	
of possibility	
perhaps, surely	
might, should,	
could, will, must	
could, will, musi	
Use a variety of	
sentence	
structures and	
cohesive devices	
Dunila will also	
Pupils will also be able to use the	
following	
terminology:	
Modal verb,	
relative pronoun,	
relative clause,	
parenthesis,	
bracket, dash,	
cohesion,	
ambiguity.	

**Reading Outcomes:** Children will be able to identify the features of a persuasive text.

**Spoken Language Outcomes:** Children will be able to present an argument to the class.

Writing Outcomes: Children will be able to construct writing in note form to persuade others of a point of view considering different audiences and purposes.

Discussion	To articulate	In reading,	Experiment with the presentation of various views in a	
Text	and justify	investigate:	discussion text, own views and others views, biased and	
	answers,		balanced.	
	arguments	The use of	-explore this through discussion, debate or drama.	
	and opinions.	relative clauses	-distinguish between statements, facts and opinions.	
	То	beginning with	This can be explored in another subject area.	
	understand	who, which,		
	and use a	where, when,		
	variety of	whose, that		
	ways to			
	criticise	The use of		
	constructively	adverbs or modal		
	and respond	verbs to indicate		
	to criticism	degrees of		
	challenging	possibility		
	courteously.	perhaps, surely		
		might, should,		
		could, will, must		
		The variety of		
		sentence		
		structures found		
		in a discussion		
		text		

In writing, children will apply these skills to:		
Use relative clauses beginning with who, which, where, when, whose, that		
Use adverbs or modal verbs to indicate degrees of possibility <i>perhaps, surely</i> <i>might, should,</i> <i>could, will, must</i>		
Use a variety of sentence structures <b>Pupils will also</b> be able to use the following		
terminology: Modal verb, relative pronoun,		

		relative clause, parenthesis, bracket, dash, cohesion,			
		ambiguity.			
Reading Outcou	<b>nes:</b> Children wil	l be able to identify t	he presentation of different views in a discussion text (biased	and balanced)	
	-		present an oral debate. text prior to the debate.		
Instructional	To describe	In reading,	-Evaluate sets of instructions for purpose, organisation		
texts	and explain	investigate:	and layout, clarity and usefulness (see Subject Knowledge		
	what they		Papers).		
	have learnt	The use of the	-identify sets of instructions which are for more complex		
	with an	imperative verb	procedures.		
	increasing		In another subject area write a set of instructions.		
	command of	The range of			
	standard	punctuation used			
	English	<b>T</b> • . •			
		In writing:			
		Use the			
		imperative verb			
		(not time			
		conjunctions)			
		Use the full range			

		of punctuation			
		Pupils will also			
		be able to use the			
		following			
		terminology:			
		Modal verb,			
		relative pronoun,			
		relative clause,			
		parenthesis,			
		bracket, dash,			
		cohesion,			
		ambiguity.			
<b>Reading Outco</b>	mes: Children wil	ll be able to evaluate	sets of instructions for purpose, organisation, clarity and usef	ulness. They will be	able to
_		ore complex procedur		·	
Spoken Langua	age Outcomes: Ch	hildren will be able to	o orally direct another pupil to follow their written instruction	s.	
	-				
Writing Outcom	mes: Children will	l be able to write a se	t of instructions for a more complex procedure.		
Poetry to	To use the	Pupils will also	-Read and discuss the poem and the poet's viewpoint.		
perform	language of	be able to use the	- Explain and justify their own response and justification.		
(2wks)	possibility to	following	-Teach technical terms, e.g. metaphor, simile, imagery,		
	investigate	terminology:	style and effect.		
	hypotheses.	Modal verb,	- Write a poem in free verse.		
	To articulate	relative pronoun,	- perform own compositions using appropriate intonation,		
	and justify	relative clause,	volume and movement so that meaning is clear.		
	answers,	parenthesis,			
	answers, arguments and opinions.	parenthesis, bracket, dash, cohesion,			

	To speak	ambiguity.				
	clearly and					
	audibly.					
<b>Reading Outcom</b>	<b>Reading Outcomes:</b> Children will be able to explain and justify their own response using technical terms.					
<b>Spoken Language Outcomes:</b> Children will be able to perform their own compositions so that the meaning is clear.						
Writing Outcomes: Children will be able to write a poem in free verse.						