Unit	Term 1 (14 wł	(5)			Suggested Texts
Fiction Modern fiction (3wks) (including biographies and diaries)	Spoken Language To listen to others and ask relevant questions	Grammar, Spelling, punctuation and vocabulary In reading, investigate: The difference between the structures typical of informal speech and formal speech Use of the active voice as opposed to	 Reading and Writing identify story structure, typical to particular fiction genres, including biography and diary. identify stories within stories, flash backs, revelations Investigate how story endings are linked to a particular genre. identify stock characters in particular genres. Look for evidence of characters that challenge stereotypes and surprise the reader. transform narrative writing in to a diary or biography. tell own short story in a particular genre. plan and write a complete story in a particular genre using a flash back or a revelation. 	Teaching StrategiesTeachingstrategies(Imitation)(Innovation)(Innovation)(Invention)Guided Writing(To include WriteAway Together)-Read aloud andlisten to a range ofbiographies anddiariesVerbalise storiesusing the 5-partmodel	00
		the passive voice Use of a wider range of cohesive devices, e.g. repetition, use of adverbials (e.g. on the other hand) and ellipsis Use of semi-colon,		 book talk Audience and purpose. post-it technique to change and adapt story structures to include cliffhanger, flashback (WAT) boxing up - paragraphing drama techniques 	

colon and dash to	to investigate	
mark the boundary	feelings/viewpoint	
between	and perspective	
independent clauses	- Write Away	
	Together	
How hyphens are		
used to avoid		
ambiguity, e.g. man		
eating shark versus		
man-eating shark		
In writing,		
children will apply		
these skills to:		
Use different		
structures typical of		
informal speech		
and formal speech		
Use both the active		
and the passive voice to affect the		
presentation of		
information in a		
sentence		
Use a wider range		
of cohesive devices,		
e.g. repetition, use		

of adverbials (e.g. on the other hand) and ellipsis			
Use semi-colons, colons and dashes to mark the boundary between independent clauses			
Use hyphens to avoid ambiguity, e.g. recover and re- cover			
Pupils will also be able to use the following terminology:			
Subject, object, active, passive, synonym, antonym, elipses, hyphen,			
colon, semi-colon, bullet points.	y story structures typical of particular fiction genres including not	n-linear stories	
Spoken Language Outcomes: Children will be able		n-mear stories.	
Writing Outcomes: Children will be able to plan and	d write a non-linear story and transform their writing into a diary	or biography.	

	To listen to	In reading,	-revise learning from Year 5.	Teaching
Fiction	others and ask	investigate:	- Explore clues to enable the reader to identify when the	strategies
from our	relevant	0	story was happening.	(Imitation)
literary	questions to	The difference	-Recognise that the use of language and sentence structure is	(Innovation)
heritage	extend their	between the	different from that of modern fiction.	(Invention)
(2wks)	understanding	structures typical of	- look at elements of the author's style currently being	Guided Writing
	and to build	informal speech	studied and recognise similarities from the Year 5 texts.	(To include Write
	their	and formal speech	- Take a modern retelling of the story and compare to the	Away Together)
	vocabulary	-	original. Discuss their understanding of the original text.	-Read aloud and
	and	Use of the active	- Take a section of the text that is causing difficulty to the	listen to a whole
	knowledge.	and the passive	children and explore understanding through improvisation.	novel
		voice to affect the	- Take a classic fiction book and write a modern retelling.	-Verbalise stories
		presentation of	Chn to then take a modern retelling and turn it in to a classic	using the 5-part
		information in a	retelling (may just be a section).	model
		sentence		- book talk
				- Audience and
		Use of a wider		purpose.
		range of cohesive		- post-it technique
		devices, e.g.		to change and adapt
		repetition, use of		story structures
		adverbials (e.g. on		(WAT)
		the other hand) and		- drama techniques
		ellipsis		exploring the use of
				archaic language
		Use of semi-colon,		and compare with
		colon and dash to		modern language
		mark the boundary		- boxing up -
		between		paragraphing
		independent clauses		- Write Away
				Together

In writing, children will apply these skills to:
Use different structures typical of informal speech and formal speech
Use the active and passive voice to affect the presentation of information in a sentence
Use a wider range of cohesive devices, e.g. repetition, use of adverbials (e.g. on the other hand) and ellipsis
Use semi-colons, colons and dashes to mark the boundary between independent clauses

		Pupils will also be able to use the following terminology: Subject, object, active, passive, synonym, antonym, elipses, hyphen, colon, semi-colon, bullet points.			
			y the elements of an author's style by comparing a modern retern ad write a modern retelling of a classic story and transform a mo		t.
Play scripts (2wks)	Participate in discussions, taking turns and listening to what others say and expressing their own views, building on their own and others ideas, considering and evaluate different	In reading, investigate: How play scripts are punctuated to lend clarity to speech and stage directions, e.g. colons, semi-colons and dashes In writing, children apply these skills to:	 -Revise the structural conventions and language features for writing a play script, including layout on the page. -revise the language features of play scripts (see Subject Knowledge Papers). -Take the classic fiction book studied in term 1 and write sections of it as a play script. - perform own script to the class. 	Teaching strategiesTalk for Writing (Imitation) (Innovation) (Invention)Guided Writing (To include Write Away Together) Reciprocal reading strategies. - Guided reading (share examples of playscripts, recap conventions)	

	viewpoints.	Punctuating play scripts to lend clarity to speech and stage directions Pupils will also be able to use the following terminology: Subject, object, active, passive, synonym, antonym, elipses, hyphen, colon, semi-colon, bullet points.		 Reading as a writer Read aloud and orally perform playscripts thinking about use of voice. book talk role play, hot seating, drama activities props Inference from pictures/text (focus of character's emotions and how these are depicted through dialogue) oral rehearsal Write Away Together 	
Spoken Lan	guage Outcomes	s: Children will be able	idate the structural conventions and language features of play e to perform their own script. orm a classic fiction book into a play script.	scripts.	
Books from other cultures	To consider examples of conflict and	In reading, investigate:	 Read books from other cultures or traditions. Compare with other books they have read previously (in Year 5). 	Teaching strategies (Imitation)	Journey to Jo'burg (Read as class novel).

and traditions (1wk)	resolution, exploring the language used. Use the language of negotiation to arrive at a consensus of opinion.	The difference between the structures typical of informal speech and formal speech Use of a wider range of cohesive devices, e.g. repetition, use of adverbials (e.g. on the other hand) and	 -identify techniques to create mood and atmosphere by describing a character's response to a particular setting. Compare characters, settings and themes in books from other cultures. Investigate how different settings can influence the events in the book. -Investigate how the author's language influences the reader's view. -Identify examples of effective descriptions which evoke place. -compare the theme in the book read to other similar themes. 	(Innovation) (Invention) Guided Writing (To include Write Away Together) -Read aloud and listen to stories from other cultures and traditions -Verbalise stories using the 5-part model	This social issues book about apartheid by Beverley Naidoo is published by J.B. Lippincott and written for kids ages 8 to 12.
		ellipsis Pupils will also be		- book talk – reading as a writer (use of language to	
		able to use the following terminology:		create effects) - Audience and purpose.	
		Subject, object, active, passive,		- post-it technique to box up story into	
		synonym, antonym, elipses, hyphen, colon, semi-colon, bullet points.		5 part model - drama techniques exploring the use of multi-cultural	
				language - Write Away Together	
Reading Ou	tcomes: Children	n will be able to compa	re books from other cultures including characters, language and	themes.	

Where there	is no writing o	utcome, this is an opp	ortunity for teachers to focus on group writing targets du	ing guided writing sessions
(2wks) (linked to fiction unit)	To describe and explain what they have learnt with an increasing command of standard English. To articulate and justify answers, arguments and opinions.	In reading, investigate:The difference between the structures typical of informal speech and formal speechUse of the active and passive voiceUse of semi-colon, colon and dash to mark the boundary between independent clausesIn writing, children will apply these skills to:Use different structures typical of informal speech and formal speech	 revise recount text using the Subject knowledge Papers. distinguish between biography and autobiography. distinguish between fact, opinion and fiction. distinguish between implicit and explicit point of view. choose a historical character and prepare a CV, school report, police statement or a newspaper obituary based on research. 	Teaching strategiesTalk for Writing (Imitation) (Imovation) (Guided Writing) - Reciprocal reading strategies. -Guided reading - share biographies and autobiographies -focus on language features - Inference work - focus on effect created to entice reader (Book talk- focus on viewpoint) - Teacher model orally alongside text map (with more complex sentence signposts e.g. Moments later, In a short while after) -boxing up to support sequencing

		-	uish between fact, opinion and fiction and also biography and a		
Explanatio	To listen and evaluate	In reading, investigate:	-revise the form and style of writing an explanatory text. -distinguish between explanatory texts, reports and recounts.	Teaching strategies	

teaching	specific		- Revise the features of explanation text using the Subject	Talk for Writing
and a	points and	How lay-out	Knowledge Papers.	(Imitation)
further	identify what	devices e.g.	- write an explanation text consider the purpose and audience	(Innovation)
week cross-	they have	headings, sub	and choose the appropriate form of writing and style.	(Guided Writing)
curricular)	learnt.	headings, columns,		- Reciprocal
		bullets and tables		reading strategies.
		are used to structure		-Guided reading –
		text		share a range of
				explanation texts
		In writing,		use as models to
		children will apply		focus on
		these skills to:		structure/language.
				-boxing up to
		Use lay-out devices		support sequencing
		e.g. headings, sub		events.
		headings, columns,		- read, evaluate
		bullets and tables to		explanation texts
		structure text		-Reading as a writer
		Pupils will also be		
		able to use the		
		following		
		terminology:		
		Subject, object,		
		active, passive,		
		synonym, antonym,		
		elipses, hyphen,		
		colon, semi-colon,		
		bullet points.		

Reading Ou	tcomes: Childrer	n will be able to disting	guish between explanations, reports and recounts.	
Writing Out	tcomes: Children	will be able to write a	n explanation text using the appropriate form of writing and sty	de.
Non-	To listen to,	In reading,	- Revise and secure understanding of non-chronological	Teaching
chronologi	and evaluate	investigate:	reports including the structure, language conventions and	strategies
cal reports	specific points		grammatical features.	Talk for Writing
(1wk)	and identify	How lay-out	-write non-chronological reports as part of a presentation in	(Imitation)
	what they	devices e.g.	other curriculum areas.	(Innovation)
	have learnt.	headings, sub		(Guided Writing)
	To listen to	headings, columns,		- Reciprocal
	others and ask			reading strategies.
	relevant	are used to structure		-Guided reading –
	questions to	text		share a range of
	extend their			non-chronological
	understanding	How colons are		reports to use as
	and to build	used to introduce a		models to focus on
	their	list, and how semi-		structure/language.
	vocabulary	colons are used		-boxing up to
	and	within lists		support
	knowledge.			paragraphing
		The punctuation of		- read, evaluate
		bullet points to list		texts
		information		-Reading as a writer
		.		
		In writing:		
		Use lay-out devices		
		e.g. headings, sub		
		headings, columns,		
		bullets and tables to		

	structure text			
	Use colons to			
	introduce a list, and			
	semi-colons within			
	lists			
	Punctuate bullet			
	points when listing			
	information			
	Pupils will also be			
	able to use the			
	following			
	terminology:			
	Subject, object,			
	active, passive,			
	synonym, antonym,			
	elipses, hyphen,			
	colon, semi-colon, bullet points.			
	ouner points.			
Reading Outcomes: Children	will be able to secure understanding of the structure and language features of non-chronological reports.			
Spoken Language Outcomes: Children will be able to present their non-chronological report.				
Writing Outcomes: Children v	will be able to write a non-chronological report.			

Poetry to	Participate in	Pupils will also be	- discuss the meaning of the poetry read.	Teaching
perform	discussions,	able to use the	-discuss understanding of the poems and explore the	strategies
(2wks)	taking turns	following	meaning of words in contexts.	Talk for Writing
	and listening	terminology:	- Use and understanding the technical terms needed for	(Imitation)
	to what others	Subject, object,	discussing poetry, e.g. metaphor, simile, imagery, style and	(innovation)
	say and	active, passive,	affect.	(Invention)
	expressing	synonym, antonym,	- interpret the poetry read, explain how the poet creates	Read and listen to a
	their own	elipses, hyphen,	shades of meaning, justify own views and explain underlying	range of poetry.
	views,	colon, semi-colon,	themes.	-discuss vocab used
	building on	bullet points.	- Perform poetry by varying pitch, pace, volume, rhythm and	and play games to
	their own and		expression in relation to the poems' meaning.	develop the
	others ideas,		- Learn some of the poems by heart, e.g. narrative poetry or	children's use of
	considering		free verse.	vocabulary/imagery
	and evaluate			(Jumpstart by Pie
	different			Corbett)
	viewpoints.			-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

Reading Outcomes: Children will be able to use technical terms when discussing poetry and they will interpret the poetry read. Spoken Language Outcomes: Children will be able to perform poetry using a variety of techniques to enhance the poem's meaning.					in rhythm. - Recite poem as a class, in groups, pairs. - Film pupils performing poem, peer assessment with teacher
Where there is no writing outcome, this is an opportunity for teachers to focus on group writing targets during guided writing sessions	Spoken Lang	guage Outcomes	: Children will be able	e to perform poetry using a variety of techniques to enhance the	support and improve. poetry read. poem's meaning.

Unit	Term 2 (14 wks)				Suggested Texts
Fiction	Spoken Language	Grammar, Spelling, punctuation and	Reading and Writing - look at elements of an author's style	<u>Teaching Strategies</u> Build upon	
Modern fiction (2wks) (Include Same Author Studies)	To consider examples of conflict and resolution, exploring the language used.	vocabulary In reading, investigate: The difference	to identity common elements and then make comparisons between books. - Explore aspects of an author's style by comparing themes, setting and characters in different stories. - Identity the audience that the author had in mind.	previous terms and year group academic strategies	

between the structures typical of informal speech and formal speech Use of a wider range of cohesive devices, e.g. repetition, use of adverbials (e.g. on the other hand) and ellipsis In writing, children will apply these skills to: Use different structures typical of informal speech and formal speech	 review different ways to present a character in same author studies. make judgements about the story endings and if they are effective. revise character learning from Year 5. plan quickly and effectively the plot, characters and structures of own narrative writing. Use paragraphs to vary pace and emphasis. Use a variety of techniques to introduce characters and develop characterisation. Use dialogue at key points to move the story on or reveal new information. use the author's writing as a model for their own. 	
Use a wider range of cohesive devices, e.g. repetition, use of adverbials (e.g. on the other hand) and ellipsis		

		Pupils will also be able to use the following terminology: Subject, object, active, passive, synonym, antonym, elipses, hyphen, colon, semi-colon, bullet points.			
Reading Outcomes: Children Writing Outcomes: Children					d characters.
Fiction from our literary	To describe and	In reading,	- Study a biography		
heritage (3wks)	explain what they	investigate:	or diary or narrative		
(including biographies and	have learnt with an	in , estigater	from our literary		
diaries)	increasing command	The difference	heritage and explore		
,	of standard English.	between the structures	archaic language and		
	To articulate and	typical of informal	sentence grammar,		
	justify answers,	speech and formal	considering the		
	arguments and	speech	impact on the reader.		
	opinions.		- Take a section of		
		The use of	text and ask children		
		subjunctive forms in	to summarise the		
		some very formal	main ideas.		
		writing, e.g. If I were	- Explain and discuss		
		a giraffe, I would	their understanding of		

r		
	have a longer neck.	what they have read
		and providing
	The use of a wider	reasons, justification
	range of cohesive	for their views.
	devices, e.g.	- distinguish between
	repetition, use of	facts and opinions in
	adverbials (e.g. on the	the text.
	other hand) and	- take a key issue
	ellipsis	from the text and
	*	prepare a debate
		considering both
		sides of the issue
	In writing, children	(maintain a focus on
	will apply these	the book and use
	skills to:	notes where
		necessary).
	Use different	
	structures typical of	
	informal speech and	
	formal speech	
	ioiniai specen	
	Use subjunctive	
	forms in very formal	
	writing, e.g. I wish I	
	writing, e.g. 1 wish I were a cat and could	
	sleep all day.	
	sicep un auy.	
	Use a wider range of	
	cohesive devices, e.g.	
	repetition, use of	
	repetition, use of	

		adverbials (e.g. on the other hand) and ellipsis Pupils will also be able to use the following terminology: Subject, object, active, passive, synonym, antonym, elipses, hyphen, colon, semi-colon, bullet points.			
	s: Children will be able t	o explain their understar	nding of what they have r	ead providing reasons and justifica	tions from the
text. Children will be able to Writing Outcomes: Children	·			y will be able to make notes in prep	paration for their
debate.			J	1	
Play scripts (1wks)	To speak clearly and	In reading,	-Revise the structural		
	convey ideas	investigate:	conventions and		
	confidently using		language features for		
	standard English and	How play scripts are	writing a play script,		
	to gain and maintain	punctuated to lend	including layout on		
	the interest of	clarity to speech and	the page.		
	listeners.	stage directions, e.g.	-Using their own		

		colons, semi-colons and dashes In writing, children apply these skills to: Punctuating play scripts to lend clarity to speech and stage directions Pupils will also be able to use the following terminology: Subject, object, active, passive, synonym, antonym, elipses, hyphen, colon, semi-colon, bullet points.	modern fiction story (written in term 2), develop a conversation between two or more of the characters, including stage directions. - perform own script to the class.		
Reading Outcomes: Children	n will be able to identify	the structural convention	as and language features	of a play script.	
Spoken Language Outcomes: Children will be able to perform their own play scripts to the class.					
Writing Outcomes: Children will be able to use their modern fiction story to develop a conversation between two or more characters.					
Persuasive writing	To put forward a	In reading,	-Read persuasive		
(2wks)	variety of hypotheses,	investigate:	texts and recognise		

confirm or reject the		how persuasive
hypotheses using	The use of structures	arguments are
reasoned	appropriate to formal	constructed by pre-
justifications to	speech and writing	empting or answering
develop their		potential objections
understanding and	Use of the active	and appealing to the
clarify their thinking.	voice as opposed to	known views and
To use formal and	the passive voice	feelings of the
informal registers	-	audience.
purposefully.	The use of linking	-after analysing
To present a spoken	devices across	persuasive texts,
argument, sequencing	paragraphs to aid	construct an effective
points logically and	cohesion e.g.	oral persuasive
defending views with	repetition of a word	arguments using
evidence (using	or phrase, the use of	persuasive language
notes), gaining,	adverbials (on the	techniques to
maintaining and	other hand)	deliberatively
monitoring the		influence the listener,
interest of listeners.	In writing, children	develop a point
	will apply these skill	logically and
	to:	effectively,
		supporting and
	Use of structures	illustrating points
	appropriate to formal	persuasively,
	speech and writing	anticipating possible
	. 0	objections, harnessing
	Use of the active	the known views,
	voice as opposed to	interests and feelings
	the passive voice	of the audience.
	×	-write up the oral

		TT C1: 1:	•		, ,
		Use of linking	persuasive argument		
		devices across	as a formal		
		paragraphs to aid	presentation.		
		cohesion e.g.	-present argument as		
		repetition of a word	a whole class debate		
		or phrase, the use of	using the conventions		
		adverbials (on the	and language of		
		other hand)	debate.		
		Pupils will also be	- evaluate the		
		able to use the	effectiveness.		
		following			
		terminology:			
		Subject, object,			
		active, passive,			
		synonym, antonym,			
		elipses, hyphen,			
		colon, semi-colon,			
		bullet points.			
		-			
Reading Outcomes: Child	ren will be able to recognis	se how persuasive argum	ents are constructed by p	pre-empting potential objections.	
Spoken Language Outcon	nes: Children will be able t	o present a persuasive a	gument as a whole class	debate.	
Writing Outcomes: Childr	ren will be able to write the	e oral persuasive argume	nt as a formal presentatio	on.	
Discussion texts	To put forward a	In reading,	-through reading a		
(2wks)	variety of hypotheses,	investigate:	discussion text,		
	confirm or reject the	_	summarise the		
		I			1 '

different sides of the

The use of structures

hypotheses using

	appropriate to formal	argument, investigate
5	speech and writing	persuasive techniques
develop their		for persuasive
8	Use of the active	arguments and build a
clarify their thinking.	voice as opposed to	bank of useful terms,
To use formal and	the passive voice	identify the strengths
informal registers		and weaknesses of the
purposefully.	The use of linking	different positions,
Participate in	devices across	identity the personal
discussions, taking	paragraphs to aid	opinion and evaluate
turns and listening to	cohesion e.g.	the reasoned
what others say and	repetition of a word	conclusion.
expressing their own	or phrase, the use of	- recognise and
views, building on	adverbials (on the	understand the
their own and others	other hand)	distinction between
ideas, considering and		persuasive texts and
evaluate different	In writing, children	balanced arguments.
viewpoints.	will apply these skill	- with the help of the
	to:	children, choose a
		controversial issue.
	Use of structures	-present an oral
	appropriate to formal	argument,
	speech and writing	summarising fairly
	-	the competing views
	Use of the active	and using formal
	voice as opposed to	language as
	the passive voice	appropriate.
	-	- evaluate the oral
	Use of linking	argument, analysing
	devices across	strengths and

		paragraphs to aid cohesion e.g. repetition of a word or phrase, the use of adverbials (on the other hand)	weaknesses of different positions and the reasoned conclusion. - write up their oral argument considering		
		Pupils will also be able to use the	audience and purpose.		
		following terminology:			
		Subject, object,			
		active, passive,			
		synonym, antonym, elipses, hyphen,			
		colon, semi-colon,			
		bullet points.			
Reading Outcomes: Childre	n will be able to recognis	e the distinction betweer	persuasive texts and hal	anced arguments	
Reading Outcomes. Children	in whit be able to recognis	the distinction between	persuasive texts and bar	anced arguments.	
Spoken Language Outcome	Spoken Language Outcomes: Children will be able to present an oral argument representing competing views.				
Writing Outcomes: Children				pose.	
Poetry to perform	To speak clearly and	In reading,	-Read free verse or		
(1wks)	convey ideas	investigate:	narrative poems.		
	confidently using	How different postio	- Use and		
	standard English and	How different poetic structures influence	understanding the technical terms		
	to gain and maintain the interest of	meaning	needed for discussing		
	listeners.	incannig	poetry, e.g. metaphor,		
	instenters.		poon y, e.g. momphon,		

How information is	simile, imagery, style
presented in poetry	and affect.
Pupils will also be	-Discuss themes from
able to use the	the poems read.
following	- ask questions to
terminology:	improve their
Subject, object,	understanding of the
active, passive,	poems.
synonym, antonym,	- Comment on the
elipses, hyphen,	poems' structures and
colon, semi-colon,	how these influence
bullet points.	meaning.
1	- retrieve information
	from the poetry.
	- Perform poetry by
	varying pitch, pace,
	volume, rhythm and
	expression in relation
	to the poems'
	meaning.
	- Learn some of the
	poems by heart.
	poems of neur.

Reading Outcomes: Children will be able to identify the technical terms needed for discussing poetry and identify themes. To retrieve information from poetry.

Spoken Language Outcomes: Children will be able to use the technical terms needed for discussing poetry. Perform poetry using a variety of techniques to convey the poems meaning. Children will be able to ask questions to improve their understanding of the poems read.

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

Unit	Term 3 (14 wks)				Suggested Texts
Fiction	Spoken Language Participate in	Grammar, Spelling, punctuation and	Reading and Writing	Teaching Strategies Build upon previous	
Modern fiction	discussions, taking	vocabulary	- revise work from	terms and year group	
(3wks)	turns and listening to	In reading,	previous terms,	academic strategies	
(Include Same Theme	what others say and	investigate:	especially non-linear		
Studies)	expressing their own	8	structure (e.g. two-		
,	views, building on	The difference	parallel narrative		
	their own and others	between the structures	threads).		
	ideas, considering and	typical of informal	- Explore common		
	evaluate different	speech and formal	themes in stories by		
	viewpoints.	speech	different authors and		
	1		make comparisons		
		Use of a wider range	between books.		
		of cohesive devices,	- identify the		
		e.g. repetition, use of	audience and purpose		
		adverbials (e.g. on the	for the writing.		
		other hand) and	-consider the		
		ellipsis	development of		
		-	characters, including		
		The range of	their different		
		punctuation used to	perspectives.		
		mark the boundaries	- look for evidence of		
		between independent	why characters		
		clauses	change during a story		
			and discuss possible		
			reasons.		

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In writing, children	-consider the	
will apply these	development of	
skills to:	settings in the books	
	pupils have read.	
Use different	-write a story on a	
structures typical of	studied theme using	
informal speech and	the structure of non-	
formal speech	linear narratives as a	
	model for their own	
Use a wider range of	writing. E.g. using	
cohesive devices, e.g.	two narrators to tell	
repetition, use of	the story from two	
adverbials (e.g. on the	different perspectives	
other hand) and	(to be linked to play	
ellipsis	script Term 3	
	learning)	
Use the full range of		
punctuation to mark		
the boundaries		
between independent		
clauses		
Pupils will also be		
able to use the		
following		
terminology:		
Subject, object,		
active, passive,		
synonym, antonym,		
elipses, hyphen,		
colon, semi-colon,		

		bullet points.			
Reading Outcomes:	Reading Outcomes: Children will be able to identify common themes in stories by different authors and identify the development of characters.				
Writing Outcomes:	Children will be able to pl	an and write a story on a	studied theme using non	-linear structure.	
Play scripts	To speak clearly and	In reading,	-Take their written		
(2wks)	convey ideas	investigate:	story from Same		
	confidently using		Themed Studies (two		
	standard English and	How play scripts use	narrators presenting		
	to gain and maintain	formal and informal	different		
	the interest of	language structures	perspectives). Turn		
	listeners.		this in to a play script		
			and perform for the		
		In writing, children	class. (e.g. Use spot		
		apply these skills to:	lights for each		
			narrator's perspective		
		Punctuate correctly	creating dramatic		
			mood to interest the		
		Use a range of formal	audience).		
		and informal	-Evaluate the play		
		language structures	scripts for structural		
		appropriately	conventions and		
		Pupils will also be	exclusive use of		
		able to use the	direct speech and the		
		following	absence of narrative		
		terminology:	texts.		
		Subject, object,			
		active, passive,			
		synonym, antonym,			

		elipses, hyphen, colon, semi-colon, bullet points.			
Baading Outcompare	hildron will be able to av	-	ructural conventions and	avaluative use of direct or	
Reading Outcomes: C	initialen win de able to ev	atuate playscripts for su	uctural conventions and	exclusive use of unect sp	Jeech.
Spoken Language Out	t comes: Children will be	able to perform their pla	ay script to the class.		
Writing Outcomes: Ch	nildren will be able to tur	n their written story from	n Same Themed Studies	into a playscript	
Revise the six non-	To listen to, and	Use the language	Information text		
fiction genres (5wks)	evaluate specific	features and text	-In all curriculum		
-using the Subject	points and identify	structures	areas research		
Knowledge Papers	what they have learnt.	appropriate to each	information on a		
and Progression	To listen to others	genre – see subject	topic, decide the		
Papers	and ask relevant	knowledge papers	value, quality or		
Non-chronological	questions to extend		usefulness of a text.		
reports	their understanding	Pupils will also be	Evaluate the status of		
Explanatory text	and to build their	able to use the	source material		
Recounts	vocabulary and	following	looking for positive		
Persuasive text	knowledge.	terminology:	bias, recognise		
Discussion text	To present a spoken	Subject, object,	rhetorical devices to		
Instructional texts	argument, sequencing	active, passive,	argue, persuade,		
	points logically and	synonym, antonym,	mislead and sway the		
	defending views with	elipses, hyphen,	reader.		
	evidence (using	colon, semi-colon,	-Evaluate the		
	notes), gaining,	bullet points.	language style and		
	maintaining and		effectiveness of		
	monitoring the		examples of non-		
	interest of listeners.		fiction writing, such		

To put forward a	as periodicals			
To put forward a	as, periodicals,			
variety of hypotheses,	reviews, reports and			
confirm or reject the	leaflets.			
hypotheses using	-Read examples of			
reasoned	official language,			
justifications to	such as, consumer			
develop their	information and legal			
understanding and	documents.			
clarify their thinking.	-Identify the			
Use the language of	characteristic features			
negotiation to arrive	of layout (see			
at a consensus of	Information			
opinion.	Progression papers)			
	-write information			
	texts selecting the			
	appropriate style and			
	form to suit a specific			
	purpose and audience.			
	- establish and			
	maintain viewpoint.			
	- use formal language			
	and dialogue			
	- know the difference			
	between formal and			
	informal contexts and			
	identify the way			
	spoken language			
	varies.			
Reading Outcomes: Children will be able to identify the structures and language features of the different non-fiction text types and evaluate				

their effectiveness.					
Writing Outcomes: Children will be able to write non-fiction texts selecting the appropriate style and form.					
Poetry to perform	To listen to, and	Pupils will also be	-Read poems for this		
(2wks)	evaluate specific	able to use the	unit (free verse and		
	points and identify	following	narratives).		
	what they have learnt.	terminology:	- draw inferences		
	To listen to others	Subject, object,	about characters'		
	and ask relevant	active, passive,	feelings, thoughts and		
	questions to extend	synonym, antonym,	motives for their		
	their understanding	elipses, hyphen,	actions and justify		
	and to build their	colon, semi-colon,	inference with		
	vocabulary and	bullet points.	evidence.		
	knowledge.		- Use and		
			understanding the		
			technical terms		
			needed for discussing		
			poetry, e.g. metaphor,		
			simile, imagery, style		
			and affect.		
			-explain the impact of		
			figurative and		
			expressive language,		
			including metaphor.		
			-Perform poetry by		
			varying pitch, pace,		
			volume, rhythm and		
			expression in relation		
			to the poems'		
			meaning and learn		

	some by heart. - use simple metaphors and simple personification to create own poems based on real or imaginative experience. - perform own poems, highlighting meaning by varying pitch, pace, volume, rhythm and expression.			
Reading Outcomes: Children will be able to infer character's feelings, thoughts and motives from their actions and justify with evidence. They will also be able to explain the impact of figurative and expressive language.				
Spoken Language Outcomes: Children will be able to perform their poetry using a variety of techniques to convey the poem's meaning.				

Writing Outcomes: Children will be able to write their own poems using simple metaphors and personification.