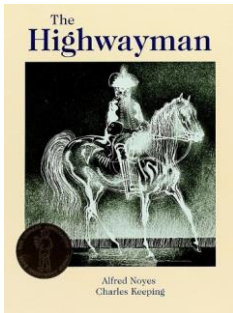
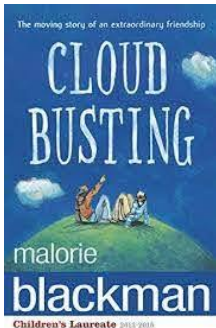
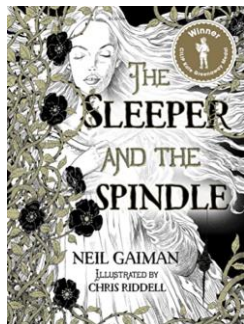
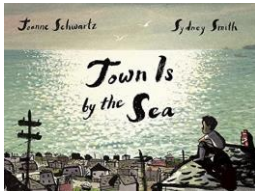
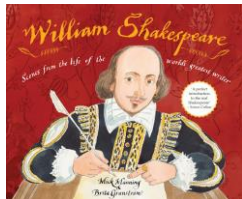
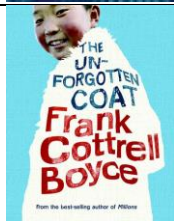


Reading	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Objectives: To explain the meaning of words in context To retrieve information To identify / explain how information is related and contributes to meaning as a whole To identify / explain how meaning is enhanced through choice of words and phrases	To explain the meaning of words in context To retrieve information To identify / explain how information is related and contributes to meaning as a whole To identify / explain how meaning is enhanced through choice of words and phrases	To explain the meaning of words in context To retrieve information To summarise main idea from more than one paragraph To infer from the text using evidence To form predictions using detail given or implied	To explain the meaning of words in context To identify / explain how meaning is enhanced through choice of words and phrases To infer from the text using evidence	To identify / explain how information is related and contributes to meaning as a whole To identify / explain how meaning is enhanced through choice of words and phrases To infer from the text using evidence To form predictions using detail given or implied	To identify / explain how meaning is enhanced through choice of words and phrases To infer from the text using evidence To make comparison within the text	To explain the meaning of words in context To retrieve information To identify / explain how information is related and contributes to meaning as a whole To identify / explain how meaning is enhanced through choice of words and phrases

Core texts						
Whole class guided reading						
Writing	Explanation text – Refugees Monologue Formal letter – to local MP	Character description Setting description Narrative Poetry	Character description Journalistic writing Poetry	Monologue Narrative Balanced argument	Persuasive writing – Elephants in tourism Setting description Journalistic writing Free write	Setting description Character descriptions Narrative (adventure)

						Poetry
GPS	Capital letters Full stops Question marks Past tense Present tense Endings spelt –cious or –tious Endings spelt -ial	Relative pronouns Relative clause Sub-headings Words endings – ant, –ance/–ancy, –ent, –ence/–ency	Parenthesis with brackets Paragraphs Statements Words ending in – able –ible –ably –ibly	Embedded clause Parenthesis with commas Double consonant suffix words Use of the hyphen. EG: co-operate	Exclamation marks Adverbials of time, place and manner / feeling Words with ei after c Homophones and other words that are often confused	Clauses Subordinate clauses Fronted adverbials Words containing ough Words with ‘silent’ letters Year 5/6 spelling list
Hand writing	Pupils are taught to write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. Pupils continue to practise handwriting and are encouraged to increase the speed of it, so that problems with forming letters do not get in the way of writing down what they want to say. The appropriate handwriting style for a particular task varies. For example, quick notes or a final handwritten version. Children are taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters.					