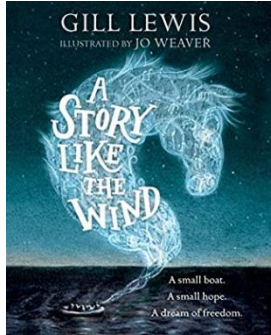
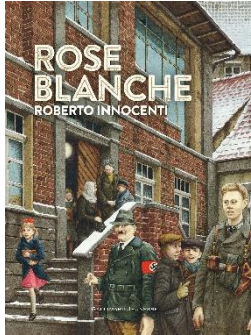
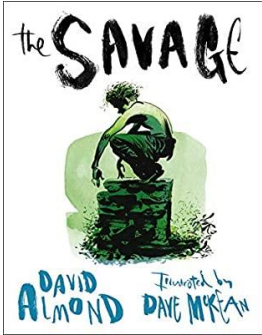
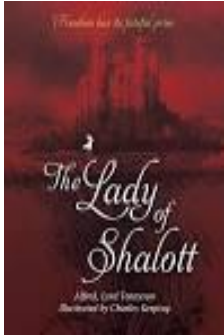
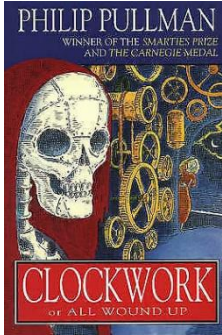
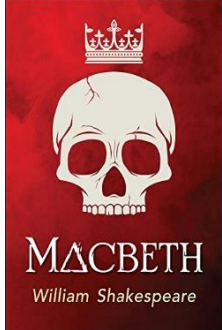
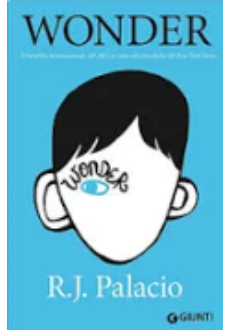


Reading	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Objectives	To infer from a text To explain words in context To identify and explain how narrative content is related and contributes to meaning as a whole To explain how meaning is enhanced through choice of words and phrases	To explain meaning of words in context To summarise main ideas To identify and explain how content is related and contributes to meaning as a whole To identify and explain how meaning is enhanced through particular words and phrases To make comparisons with a text	To explain meaning of words in context To summarise main ideas To infer from the text and explain and justify using evidence To identify and explain how content is related and contributes meaning as a whole To explain how meaning is enhanced through choice of words and phrases To make comparisons within the text	To summarise main ideas To form predictions using the details states and implied To identify and explain how content is related and contributes meaning as a whole To explain how meaning is enhanced through choice of words and phrases To make comparisons within the text	To explain how meaning is enhanced through choice of words and phrases To make comparisons within the text To identify and explain how content is related and contributes meaning as a whole To explain words in context	To infer from the text and explain and justify using evidence To identify and explain how content is related and contributes meaning as a whole To form predictions using evidence from the text To identify and explain how content is related and contributes meaning as a whole To explain how meaning is enhanced through choice of words and phrases

Whole Class Guided Reading						
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Writing	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Texts						

Writing	Explanation text – Refugees	Character description	Character description	Monologue	Persuasive writing – Elephants in tourism	Setting description
	Monologue	Setting description	Journalistic writing	Narrative	Setting description	Character descriptions
	Formal letter – to local MP	Narrative	Poetry	Balanced argument	Journalistic writing	Narrative (adventure)
		Poetry			Free write	Poetry
GPS	Capital letters	Relative pronouns	Parenthesis with brackets	Embedded clause	Exclamation marks	Clauses
	Full stops	Relative clause	Paragraphs	Parenthesis with commas	Adverbials of time, place and manner / feeling	Subordinate clauses
	Question marks	Sub-headings	Statements	Double consonant suffix words	Words with ei after c	Fronted adverbials
	Past tense	Words endings –ant, –ance/–ancy, –ent, –ence/–ency	Words ending in –able –ible –ably –ibly	Use of the hyphen. EG: co-operate	Homophones and other words that are often confused	Words containing ough
Handwriting	Present tense					Words with ‘silent’ letters
	Endings spelt –cious or –tious					Year 5/6 spelling list
	Endings spelt -ial					
Handwriting	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.					