

1. AUT 1: What’s Inside? (6 week block) Plants and adaptation		2. AUT 2: What’s Inside? (6 week block) WWII		3. SPRI 1: What’s the matter? (6 week block) Human body and the circulatory system	
Key texts: War related non-fiction and extracts from evacuee diaries and WWII narratives Assessment: Summative baseline SPAG and Reading + Baseline instruction writing, narrative description + fact files		Key texts: War related non-fiction and extracts from evacuee diaries and WWII narratives Assessment: Summative end of term assessment SPAG and Reading + WWII narrative (The Blitz) and biographies		Key texts: Pigheart Boy, non-fiction human body texts Assessment: Summative assessment SPAG and Reading + non-chron report of the organs in the human body + Advert for Tate Modern / Andy Warhol Exhibition + Titanic (free choice text)	
Writing Skills: <ol style="list-style-type: none"> Instruction writing- revision of previous features taught and grammar features taught to be used in a non-fiction piece (baseline assessment for year 6) Fact files - cohesion (making links between areas of the text), chronology, direct and reported speech, adverbials, layout and organisational devices Narrative description – historical and emotive language, adjective noun phrases and figurative language <p>GDS focus: <i>Correct use of formal/informal style to suit audience and purpose, with informal chosen for specific effect.</i> <i>Drawing independently on what they have read as models for own writing – share further example</i> <i>Write effectively for a range of purposes and audiences – choose vocabulary and grammar that reflects what the writing requires</i> <i>Links to historical context using technical language and appropriate phrasing</i></p>		Writing skills: <ol style="list-style-type: none"> Explanation text- WWII full narrative - historical and emotive language, adjective noun phrases and figurative language, adverbials and pronouns for cohesion, direct speech Biography – adverbials, cohesive devices, quotations, organisational devices Christmas text (free choice of genre) – dependent on pupil choice <p>GDS Focus: <i>Correct use of formal and informal style to suit audience and purpose, chosen for specific effect.</i> <i>Drawing independently on what they have read as models for own writing – share further example diary texts and instruction texts</i> <i>Write effectively for a range of purposes and audiences – choose punctuation, vocabulary and grammar that reflects what the writing requires (e.g., brackets and further use of commas)</i></p>		Writing skills: <ol style="list-style-type: none"> Non-chron report – active and passive voice; technical terminology; adverbials an prepositional phrases; cohesive devices; range of KS2 punctuation Advertisement – persuasive features; adverbials and pronouns to avoid repetition; figurative language Titanic writing (free choice) – features dependent on pupil choice <p>GDS Focus: <i>Links to historical context using technical language and appropriate phrasing</i> <i>Correct use of formal and informal style to suit audience and purpose</i> <i>Drawing independently on what they have read as models for own writing</i> <i>Write effectively for a range of purposes and audiences – choose punctuation, vocabulary and grammar that reflects what the writing requires</i> <i>Use of cohesion to avoid repetition</i></p>	
Reading Skills: Key skill focus (2b) 2a – vocabulary: explain the meaning of words in context and teach key strategies to do this 2b – retrieval: skim and scan to find information from a range of texts and teach key strategies to do this 2d- inference: make inferences from the text/ explain and justify inferences with evidence from the text -Prim Ed Skills 2b Teacher modelled -Prim Ed Skills 2b Independent / Paired -topic, class novel for 2b - application Speaking and Listening Skills: Refer, monitor and assess speaking and listening (oracy) skills when reading extracts Demonstrate and allow whole class practise time for reading aloud, focusing on fluency and expression Prepare and present narrative and diary writing fluently and with an awareness of audience + Baseline assessment	SPAG Skills: -Revision of previously taught word classes -Sentence demarcation and punctuation -Noun phrases, expanded noun phrases and sentences identification -Adverbials revision (types) -Adverbials (identifying and punctuating) - Pronouns possessive/relative - Parenthesis for relative clauses Spelling: Statutory words Y3/4 revision Statutory words Y5/6 revision Challenge words	Reading Skills: 2a – vocabulary: explain the meaning of words in context and teach key strategies to do this 2b – retrieval: skim and scan to find information from a range of texts and teach key strategies to do this 2d- inference: make inferences from the text/ explain and justify inferences with evidence from the text 2f- meaning: identify and explain how information/ narrative content is related and contributes to meaning as a whole 2g- language: identify and explain how meaning is enhanced through choice of words or phrases. -Prim Ed skills 2a Teacher modelled -Prim Ed Skills 2a Independent / Paired - Class novel/extracts or topic 2a - application -Prim Ed Skills 2d – Teacher modelled -Prim Ed skills 2d – Independent / Paired - Novel extracts or topic 2d – application -Revisit 2h skills as appropriate Speaking and Listening Skills: Refer, monitor and assess speaking and listening (oracy) skills when reading extracts Demonstrate and allow whole class practise time for reading aloud, focusing on fluency, pace and expression	SPAG Skills: -commas in a list with a colon - Simple and compound sentences - conjunctions (full range) - Main and subordinate clauses - inverted commas - Direct and reported speech - Subject, object, verb - active and passive voice Spelling: Spelling Rules: Words with the short vowel sound /i/ spelled y Spelling Rules: Words with the long vowel sound /i/ spelled with a y. Spelling Rules: Adding the prefix ‘-over’ to verbs. Spelling Rules: Convert nouns or verbs into adjectives using suffix ‘-ful.’	Reading Skills: Revision of 2a, 2b and 2d skills 2f- meaning: identify and explain how information/ narrative content is related and contributes to meaning as a whole 2g- language: identify and explain how meaning is enhanced through choice of words or phrases. -Prim Ed skills 2f Teacher modelled -Prim Ed Skills 2f Independent / Paired - class novel/extracts or topic 2g - application -Prim Ed 2h skills 2h – teacher modelled / paired / independent application -Prim Ed Skills 2h – independent / paired Speaking and Listening Skills: Refer, monitor and assess speaking and listening (oracy) skills when reading extracts Demonstrate and allow class, paired and independent practise time for reading aloud, focusing on fluency, pace and expression Prepare and present their work fluently and with an awareness of audience, introducing drama aspects appropriate	SPAG Skills: - revision week from prior term - apostrophes for possession and contraction - determiners - phrases and clauses - synonyms and antonyms Spelling: <ol style="list-style-type: none"> Spelling Rules: Words which can be nouns and verbs. Spelling Rules: Words with an /o/ sound spelled ‘ou’ or ‘ow.’ Spelling Rules: Words with a ‘soft c’ spelled /ce/. Spelling Rules: Prefix dis, un, over, im. Each have a particular meaning: dis – reverse; un – not; over – above/more; im – opposite Spelling Rules: Words with the /f/ sound spelled ph. Spelling Rules: Words with origins in other countries

4. SPRI 2: What’s the matter? (6 week block) Modern history: 20 th century through the decades Key texts: Pigheart Boy, non-fiction human body texts Assessment: SATS + Astronaut/ Apollo 11 – free choice text		5. SUM1: What’s around the corner? (6 weeks) Healthy bodies / NASA Key texts: Holes 1. Assessment: writing: Apollo 11 (free choice text) – features dependent on pupil choice; Suffragette movement; revisiting prior pieces		6. SUM2: What’s around the corner? (6 weeks) Human impact on the environment Key texts: Trash Assessment: writing: short pieces linked to topic learning e.g., Martin Luther King, life of an astronaut	
Writing Skills: 2. Apollo 11 (free choice text) – features dependent on pupil choice GDS Focus: <i>Drawing independently on what they have read as models for own writing – share further example</i> <i>Write effectively for a range of purposes and audiences – choose vocabulary and grammar that reflects what the writing requires</i>		Writing Skills: 1. Apollo 11 (free choice text) – features dependent on pupil choice 2. Suffragette movement (free choice text) – features dependent on pupil choice 3. Revisiting prior pieces GDS Focus: <i>Correct use of formal style to suit audience and purpose, with allowances for informal chosen for specific effect.</i> <i>Drawing independently on what they have read as models for own writing – share further example</i> <i>Write effectively for a range of purposes and audiences – choose vocabulary and grammar that reflects what the writing requires</i> Links to historical context using technical language and appropriate phrasing		Writing Skills: 1. writing: short pieces linked to topic learning e.g., Martin Luther King, life of an astronaut 2. Transition piece for secondary school? GDS Focus: <i>Correct use of formal style to suit audience and purpose, with allowances for informal chosen for specific effect.</i> <i>Drawing independently on what they have read as models for own writing – share further example</i> <i>Write effectively for a range of purposes and audiences – choose vocabulary and grammar that reflects what the writing requires</i> Links to historical context using technical language and appropriate phrasing	
Reading Skills: Revision of full range of skills – SATs preparation -Combination of domains using teacher modelling and paired work -Combination of domains using independent skills as appropriate -topic and class novel based approach to combination of domains -Prim Ed Skills 2h – teacher modelled -Prim Ed Skills 2h – independent / paired Speaking and Listening Skills: Refer, monitor and assess speaking and listening (oracy) skills when reading extracts Demonstrate and allow class, paired and independent practise time for reading aloud, focusing on fluency, pace and expression Prepare and read their non-chron reports fluently and with an awareness of audience, introducing drama aspects appropriate	SPAG Skills: Revision of full range of skills – SATs preparation Spelling: 1. Spelling Rules: Words with unstressed vowel sounds. 2. Spelling Rules: Words with endings /shuhl/ after a vowel letter. 3. Spelling Rules: Words with endings /shuhl/ after a consonant letter. 4. Spelling Rules: Words with the common letter string ‘acc’ at the beginning of words. 5. Spelling Rules: Words ending in ‘-ably.’ 6. Spelling Rules: Words ending in ‘-ible’	Reading Skills: Full range of reading skills -Combination of domains using teacher modelling and paired work -Combination of domains using independent skills as appropriate -topic and class novel based approach to combination of domains -Prim Ed Skills 2c – teacher modelled -Prim Ed Skills 2c – independent / paired Speaking and Listening Skills: Refer, monitor and assess speaking and listening (oracy) skills when reading extracts Demonstrate and allow class, paired and independent practise time for reading aloud, focusing on fluency, pace and expression	SPAG Skills: -Revision and application of previously taught skills. Refining skills within written pieces -Target setting based on summative assessments -Shifts in formality -Drawing from a range of texts Spelling: 1. Spelling Rules: Adding the suffix ‘-ibly’ to create an adverb. 2. Spelling Rules: Changing ‘-ent’ to ‘-ence.’ 3. Spelling Rules: -er, -or, -ar at the end of words. 4. Spelling Rules: Adverbs synonymous with determination.	Reading Skills: Full range of reading skills Speaking and Listening Skills: Refer, monitor and assess speaking and listening (oracy) skills when reading extracts Demonstrate and allow class, paired and independent practise time for reading aloud, focusing on fluency, pace and expression Prepare and read their character description fluently and with an awareness of audience, introducing drama aspects appropriate	SPAG Skills: -Revision and application of previously taught skills. Refining skills within written pieces -Target setting based on summative assessments -Shifts in formality -Drawing from a range of texts Spelling: 1. Spelling Rules: Adjectives to describe settings 2. Spelling Rules: Vocabulary to describe feelings. 3. Spelling Rules: Adjectives to describe character 4. Grammar Vocabulary 5. Grammar Vocabulary 6. Mathematical Vocabulary