

**Dean Bank Primary School**

**English MTP**

**Autumn 2022**

**Mrs Hall**

**Green Group (Y5 S2 - GD) :**

**TARGET AREAS:**

- Consolidating a range of cohesive devices
- Editing and making effective changes
- Introduction to new Y6 skills e.g. colons and semi colons
- Ensuring dialogue and description are integrated and that these are effective
- Developing more complex vocabulary

**Blue group (Y5 E1 - S1):**

**TARGET AREAS:**

- Review of key Y5 skills to ensure these are secure - parenthesis, relative clauses, modal verbs etc.
- Improving handwriting for some
- Building cohesion in different ways
- More variation in sentences
- Developing more complex vocabulary

**Yellow group (Y2 E2 - Y4 E1):**

**TARGET AREAS:**

- Review of key skills covered last year (mainly Y2 and Y3 skills)
- Improving spelling
- Developing descriptive language and expanding upon ideas in general
- More accurate punctuation including apostrophes and inverted commas as well as basic CL and FS.

<b>Autumn 2022</b>			
<b>SPELLING AND VOCABULARY:</b>	<b>GRAMMAR AND PUNCTUATION:</b>	<b>TEXT LEVEL WORK:</b>	<b>Possible texts</b>
<ul style="list-style-type: none"> <li>• TBC - Spelling Shed</li> </ul>	<p>Key vocabulary:</p> <p>Balanced, Fact, Opinion, Non-fiction, Parenthesis, Quotation, Commas, Dashes, Brackets, Modal Verbs, Audience, Purpose, Cohesion, Cohesive Devices, Fronted Adverbials, Conjunctions, Subordinate Clauses</p>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</li> <li>• Distinguish between statements of fact and opinion.</li> <li>• Provide reasoned justifications for their views.</li> </ul> <p><b>Handwriting and presentation:</b></p> <p><i>Review of cursive handwriting scheme. Focus on letter formation and joins.</i></p> <ul style="list-style-type: none"> <li>• I can write legibly, fluently and with increasing speed</li> </ul>	<p>Balanced arguments</p> <p>2 weeks</p> <p>Kensuke's Kingdom</p> <p>Discussion texts/ balanced arguments on at least 2 different topics including: Should Michael's family travel around the world?</p>
<p><b>SPOKEN LANGUAGE:</b></p> <ul style="list-style-type: none"> <li>• To listen and respond appropriately to adults and their peers</li> <li>• To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• To use brackets, dashes or commas to indicate parenthesis</li> <li>• To link ideas across paragraphs using a wider range of cohesive devices</li> </ul>	<p><b>Writing composition:</b></p> <ul style="list-style-type: none"> <li>• Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</li> <li>• Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li>• Ensuring the consistent and correct use of tense throughout a piece of writing.</li> </ul>	

<b>SPELLING AND VOCABULARY:</b> TBC - Spelling Shed	Key vocabulary:  Newspaper, Fact, Opinion, Headline, Column, Byline, Quotation, Structure, Format, Non-Fiction, Colon, Semi-colon, Cohesive Devices, Fronted Adverbials, Conjunctions, Subordinate Clauses	<b>Reading:</b> <ul style="list-style-type: none"> <li>I can read books that are structured in different ways and read for a range of purposes</li> <li>I can retrieve, record and present information from non-fiction</li> <li>I can identify how language, structure and presentation contribute to meaning</li> </ul> <b>Handwriting and presentation:</b> <ul style="list-style-type: none"> <li>I can write legibly, fluently and with increasing speed by</li> <li>I can choose the writing implement that is best suited for a task</li> </ul>	Newspaper reports  2 weeks  Kensuke's Kingdom
<b>SPOKEN LANGUAGE:</b> <ul style="list-style-type: none"> <li>To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> </ul>	<b>Objectives:</b> <ul style="list-style-type: none"> <li>To use a colon to introduce a list</li> <li>To use semi colons to separate items in a longer list</li> <li>Linking ideas across paragraphs using a wider range of cohesive devices</li> </ul>	<b>Writing composition:</b> <ul style="list-style-type: none"> <li>I can discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>I can identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>I can use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</li> </ul>	A newspaper report about Michael's disappearance
<b>SPELLING AND VOCABULARY:</b> TBC - Spelling Shed	Key vocabulary:  paragraphs, cohesive devices, cohesion, fronted adverbial, conjunction, repetition, ellipsis, inverted commas, direct speech, hyphen, ambiguity, relative clause	<b>Reading:</b> <ul style="list-style-type: none"> <li>I can identify and discuss themes and conventions in and across a wide range of writing</li> <li>I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> </ul>	Adventure narrative  2 weeks  Kensuke's Kingdom
<b>SPOKEN LANGUAGE:</b> <ul style="list-style-type: none"> <li>To give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> </ul>	<b>Objectives:</b> <ul style="list-style-type: none"> <li>Linking ideas across paragraphs using a wider range of cohesive devices</li> <li>How hyphens can be used to avoid ambiguity</li> <li>To use brackets, dashes and commas to demarcate relative clauses</li> </ul>	<b>Handwriting and presentation:</b> <ul style="list-style-type: none"> <li>I can choose which shape of a letter to use when given choices and decide, as part of my personal style, whether or not to join specific letters</li> <li>I can choose the writing implement that is best suited for a task</li> </ul> <b>Writing composition:</b> <ul style="list-style-type: none"> <li>I can note and develop initial ideas, drawing on reading and research where necessary</li> <li>In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</li> <li>I can plan my writing by considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul>	An adventure story and a story from another point of view

<b>SPELLING AND VOCABULARY:</b> TBC - Spelling Shed	Key vocabulary:  Hyphens, ambiguity, informal, formal, question tag, contraction, diary	<b>Reading:</b> <ul style="list-style-type: none"> <li>I can discuss words and phrases that capture the reader's interest and imagination</li> <li>I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>I can participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> </ul> <b>Handwriting and presentation:</b> <ul style="list-style-type: none"> <li>I can write legibly, fluently and with increasing speed</li> <li>I can choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> </ul> <b>Writing composition:</b> <ul style="list-style-type: none"> <li>I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>I can assess the effectiveness of their own and others' writing</li> </ul>	Diaries  2 weeks  Kensuke's Kingdom
<b>SPOKEN LANGUAGE:</b> <ul style="list-style-type: none"> <li>To participate in discussions, presentations, performances, role play, improvisations and debates</li> </ul>	Objectives: <ul style="list-style-type: none"> <li>How hyphens can be used to avoid ambiguity</li> <li>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing</li> </ul>		
<b>SPELLING AND VOCABULARY:</b> TBC - Spelling Shed	Key vocabulary:  Synonym, antonym, active, passive, subject, verb, object, dialogue, inverted commas, action, description	<b>Reading:</b> <ul style="list-style-type: none"> <li>I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>I can predict what might happen from details stated and implied</li> <li>I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul> <b>Handwriting and presentation:</b> <ul style="list-style-type: none"> <li>I can write legibly, fluently and with increasing speed</li> </ul> <b>Writing composition:</b> <ul style="list-style-type: none"> <li>I can note and develop initial ideas, drawing on reading and research where necessary</li> <li>I can proof-read for spelling and punctuation errors</li> <li>I can ensure the consistent and correct use of tense throughout a piece of writing</li> </ul>	Narrative (other culture)  2 weeks  Cloud Tea Monkeys - description and story set in other culture
<b>SPOKEN LANGUAGE:</b> <ul style="list-style-type: none"> <li>To speak audibly and fluently with an increasing command of Standard English</li> </ul>	Objectives: <ul style="list-style-type: none"> <li>How words are related by meaning as synonyms and antonyms</li> <li>Use of the passive to affect the presentation of information in a sentence</li> <li>Integrates dialogue to convey character and advance action</li> </ul>		
<b>SPELLING AND VOCABULARY:</b> TBC - Spelling Shed	Key vocabulary:  Colon, semi-colon, bullet point, list, subheading, formal language, caption	<b>Reading (Comprehension/ Understanding texts):</b> <ul style="list-style-type: none"> <li>I can ask questions to improve their understanding of a text</li> <li>I can retrieve and record information from non-fiction</li> <li>I can identifying how language, structure and presentation contribute to meaning</li> </ul> <b>Handwriting and presentation:</b> <ul style="list-style-type: none"> <li>I can write legibly, fluently and with increasing speed</li> </ul>	Persuasive writing  2 weeks  Cloud Tea Monkeys - Advert - tea

<p><b>SPOKEN LANGUAGE:</b></p> <ul style="list-style-type: none"> <li>To ask relevant questions to extend their understanding and knowledge</li> <li>To participate in discussions, presentations, performances, role play, improvisations and debates</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>To use a colon to introduce a list</li> <li>To use semi colons to separate items in a longer list</li> <li>To use layout devices to structure text</li> </ul>	<ul style="list-style-type: none"> <li>I can choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> </ul> <p><b>Writing composition:</b></p> <ul style="list-style-type: none"> <li>I can organise paragraphs around a theme</li> <li>I can identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>I can use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> <li>I can proof-read for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>Discussion text - should monkeys/ animals be used by humans?</li> </ul>
---	---	--	--