

Green group:**TARGET AREAS:**

- Greater depth skills – precise vocabulary, grammatical structures, using influences from their reading in their writing

Blue group:**TARGET AREAS:**

- Use of figurative language to enhance description and more ambitious vocabulary in non-fiction
- Appropriate use of formal/ informal language and grammatical structures

Yellow group:**TARGET AREAS:**

- Spelling and handwriting
- Accuracy of more complex punctuation
- Development of appropriate vocabulary for fiction/ non-fiction

Summer 2023			
		TEXT LEVEL WORK:	Possible texts
SPELLING: <ul style="list-style-type: none"> • Words with '-ent' and '-ence' • Words ending in '-er', '-or' and '-ar' • SEND group - Words ending with '-gue' and '-que' • Words where the digraph 'sc' makes a /s/ sound 	Key vocabulary: Colons, semi-colons, expanded noun phrase, cohesion, adverbial, ellipsis, direct speech, dialogue, inverted commas, paragraphs, fronted adverbial, simile, personification, metaphor, figurative language, main clause, subordinate clause	Reading: <ul style="list-style-type: none"> • I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Handwriting and presentation: <ul style="list-style-type: none"> • I can write legibly, fluently and with increasing speed Writing composition: <ul style="list-style-type: none"> • I can plan my writing by considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action • I can ensure the consistent and correct use of tense throughout a piece of writing 	Narrative (Fantasy) 2-3 weeks The Nowhere Emporium
SPOKEN LANGUAGE: <ul style="list-style-type: none"> • To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments 	GRAMMAR AND PUNCTUATION: <ul style="list-style-type: none"> • To use semi-colons, colons or dashes to mark boundaries between independent clauses • Uses expanded noun phrases to convey complicated information concisely • Integrates dialogue to convey character and advance action 		

<p>SPELLING:</p> <ul style="list-style-type: none"> SAT revision (all key rules) 	<p>Key vocabulary:</p> <p>Newspaper, Fact, Opinion, Headline, Column, Byline, Quotation, Structure, Format, Non-Fiction, Colon, Semi-colon, Cohesive Devices, Fronted Adverbials, Subordinate Clauses, Passive Voice</p>	<p>Reading:</p> <ul style="list-style-type: none"> I can read books that are structured in different ways and read for a range of purposes I can retrieve, record and present information from non-fiction I can identify how language, structure and presentation contribute to meaning <p>Handwriting and presentation:</p> <ul style="list-style-type: none"> I can write legibly, fluently and with increasing speed by I can choose the writing implement that is best suited for a task 	<p>Newspaper Reports</p> <p>2 weeks</p> <p>The Nowhere Emporium</p>
<p>SPOKEN LANGUAGE:</p> <ul style="list-style-type: none"> To participate in discussions, presentations, performances, role play, improvisations and debates 	<p>GRAMMAR AND PUNCTUATION:</p> <ul style="list-style-type: none"> To use the colon to introduce a list and semi-colons within lists Use of the passive to affect the presentation of information in a sentence Demonstrates appropriate use of vocabulary and grammar to suit both formal and informal situations 	<p>Writing composition:</p> <ul style="list-style-type: none"> 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 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 <p>I can use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</p>	
<p>SPELLING:</p> <ul style="list-style-type: none"> To spell adjectives used to describe settings To spell adjectives used to describe feelings <p>SEND group</p> <ul style="list-style-type: none"> Homophones Y3/4 list 	<p>Key vocabulary:</p> <p>Hyphens, ambiguity, informal, formal, question tag, contraction, diary, colons, semi-colon, dash, main clause, expanded noun phrase</p>	<p>Reading:</p> <ul style="list-style-type: none"> I can identify and discuss themes and conventions in and across a wide range of writing I can identify how language, structure and presentation contribute to meaning I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader <p>Handwriting and presentation:</p> <ul style="list-style-type: none"> 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 	<p>Diary entries</p> <p>2-3 weeks</p> <p>The Nowhere Emporium</p>
<p>SPOKEN LANGUAGE:</p> <ul style="list-style-type: none"> To gain, maintain and monitor the interest of the listener(s) 	<p>GRAMMAR AND PUNCTUATION:</p> <ul style="list-style-type: none"> To use semi-colons, colons or dashes to mark boundaries between independent clauses Uses expanded noun phrases to convey complicated information concisely 	<p>Writing composition:</p> <ul style="list-style-type: none"> I can note and develop initial ideas, drawing on reading and research where necessary I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning I can use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) 	
<p>SPELLING:</p> <ul style="list-style-type: none"> To spell adjectives used to describe characters Mathematical vocabulary 	<p>Key vocabulary:</p> <p>Bullet point, subheadings, passive voice, active voice, subject, verb, object, tense, cohesion, cohesive device, chronological order, colons, semi-colons</p>	<p>Reading:</p> <ul style="list-style-type: none"> I can read books that are structured in different ways and read for a range of purposes I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas I can identify how language, structure and presentation contribute to meaning 	<p>Biography/ Autobiography</p> <p>2 weeks</p> <p>The Nowhere Emporium</p>

<p>SEND group</p> <ul style="list-style-type: none"> Words ending in '-sion' Words ending in '-tion' 		<p>Handwriting and presentation:</p> <ul style="list-style-type: none"> I can write legibly, fluently and with increasing speed by I can choose the writing implement that is best suited for a task <p>Writing composition:</p> <ul style="list-style-type: none"> I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning 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 	
<p>SPOKEN LANGUAGE:</p> <ul style="list-style-type: none"> To give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings 	<p>GRAMMAR AND PUNCTUATION:</p> <ul style="list-style-type: none"> To use the colon to introduce a list and semi-colons within lists To link ideas across paragraphs using a wider range of cohesive devices Ensures the consistent and correct use of tense throughout a piece of writing 		
<p>SPELLING:</p> <ul style="list-style-type: none"> Grammatical vocabulary <p>SEND group:</p> <ul style="list-style-type: none"> Y3/4 word list 	<p>Key vocabulary:</p> <p>Informal, formal, poem stanza, verse, rhyme, alliteration, figurative language, personification, simile, metaphor, adjective, adverb</p>	<p>Reading:</p> <ul style="list-style-type: none"> I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence I can predict what might happen from details stated and implied I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 	<p>Poetry forms</p> <p>2 weeks</p> <p>The Nowhere Emporium / Range of poetry</p>
<p>SPOKEN LANGUAGE:</p> <ul style="list-style-type: none"> To participate in discussions, presentations, performances, role play, improvisations and debates 	<p>GRAMMAR AND PUNCTUATION:</p> <ul style="list-style-type: none"> The difference between structures typical of informal speech and structures appropriate for formal speech and writing Makes appropriate choices of grammar and vocabulary to clarify meaning including use of a thesaurus 	<p>Handwriting and presentation:</p> <ul style="list-style-type: none"> I can write legibly, fluently and with increasing speed <p>Writing composition:</p> <ul style="list-style-type: none"> I can note and develop initial ideas, drawing on reading and research where necessary I can proof-read for spelling and punctuation errors 	