

Spring Term Two

<p>Genre Playscripts Narrative Persuasion</p> <p>Name of Texts Street Child</p> <p>Class Reader Street Child/TBC</p>	<p>Teaching and Learning</p> <p>Writing a playscript for characters in the story Writing a story with a historical setting Creating a book trailer for Street Child</p>					
Curriculum Links:	Ongoing	Reading Focus	Writing Focus	Active English	Spelling	Word of the day
<p>History – Victorians The lives of Victorian children Living in Workhouses</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Spelling- continue to distinguish between homophones and other words which are often confused Handwriting – Using pen and joining handwriting in all writing activities. Develop consistency and accuracy with sufficient speed of handwriting.</p>	<p>*reading books that are structured in different ways and reading for a range of purposes *making comparisons within and across books *increasing their familiarity with a wide range of books, including traditional stories, fiction from our literary heritage, and books from other cultures and traditions *identifying and discussing themes and conventions in and across a wide range of writing * checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context *asking questions to improve their understanding *summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas *drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence *predicting what might happen from details stated and implied *identifying how language, structure and presentation contribute to meaning *discuss and evaluate how authors use language, including figurative</p>	<ul style="list-style-type: none"> - Identifying the audience for and purpose of the writing - Select appropriate grammar and vocabulary - Create cohesion between paragraphs through the use of pronouns, fronted adverbials and adverbs - Proof read and edit own work and that of peers for secretarial errors and content - Use a thesaurus to find synonyms to improve vocabulary choices - Ensure correct subject and verb agreement - Understand how to use subordinate clauses in complex sentences - Accurate use of tense - Using commas to clarify and avoid ambiguity - To use brackets or dashes to indicate parenthesis - To use relative clauses - I can use dialogue effectively and punctuate it accurately. - Describe characters, settings and plot, with growing precision. Evaluate own and others’ writing; with direction, proof read, edit and revise. 	<p>Focus on sentence construction:</p> <p>Images as stimulus for composing clauses within sentences</p> <p>Focus on relative pronouns and clauses</p>	<p>Endings which sound like /ʃəs/ spelt -cious</p> <p>Words ending in -ancy</p> <p>Nouns that end in -ce/-cy and verbs that end in -se/-sy</p> <p>Words with silent letters</p>	<p>advantage disadvantage conclusive controversy development purpose outline commonly equally analyse distinguish emphasises indicated refers reinforces resulted negotiate optimistic remorseful raucous yearning chaotically throbbing zany sheepishly knack whittling phenomenal tenacious ushered</p>
<p>Oracy:</p> <p>To discuss linguistic terms, including those to describe grammar, so that they can discuss their writing and reading</p> <p>Perform own compositions, using appropriate intonation, volume and movement so that meaning is clear</p>						

		language, considering the impact on the reader				
		Reading Explorers: Campfire's Burning Hi Max Pirates 1 The North Wind Doth Blow				