

Spring Term Two						
Genre Playscripts Narrative Persuasion Name of Texts Street Child Class Reader Street Child/TBC	Teaching and Learning Writing a playscript for characters in the story Writing a story with a historical setting Creating a book trailer for Street Child					
Curriculum Links:	Ongoing	Reading Focus	Writing Focus	Active English	Spelling	Word of the day
History – Victorians The lives of Victorian children Living in Workhouses	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.	*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	- 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.	Focus on sentence construction: Images as stimulus for composing clauses within sentences Focus on relative pronouns and clauses	Endings which sound like /ʃəs/ spelt -cious Words ending in -ancy Nouns that end in -ce/-cy and verbs that end in -se/-sy Words with silent letters	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
Oracy: To discuss linguistic terms, including those to describe grammar, so that they can discuss their writing and reading Perform own compositions, using appropriate intonation, volume and movement so that meaning is clear						

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