

Subject English – Year 5 Autumn 1 MTP		Covered once/	Covered twice/	Revisited/ S&L	TEXT: Treason
Spelling and handwriting practice to take place daily.					
National Curriculum	Week	NC - Coverage	Skills Taught	Activity outline	
I AM STARTING TO (RED)					
<p>Composition: <u>Pupils should be taught to:</u> -Plan their writing by: ♣ I am starting to identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ♣ noting and developing initial ideas, drawing on reading and research where necessary ♣ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. -Draft and write by: ♣ I am starting to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ♣ in narratives, beginning to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action ♣ précis longer passages ♣ I am starting to use a wide range of devices to build cohesion within and across paragraphs ♣ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] -Evaluate and edit by: ♣ I am starting to assess the effectiveness of their own and others' writing ♣ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ♣ ensuring the consistent and correct use of tense throughout a piece of writing ♣ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register ♣ I am beginning to -proof-read for spelling and punctuation errors ♣ I am starting to perform my own compositions,</p>	1	Plan writing: considering how authors have developed characters Draft and write: in narrative, describing character use a range of devices to build cohesion within paragraphs Edit and evaluate: proof-read for spelling and punctuation errors Use expanded noun phrases to convey information. Use commas to clarify meaning (with openers) listen and respond appropriately to adults and their peers (To take place during share and edit lesson)	I can vary openers, using fronted adverbials. I can use commas for clarity after openers. I am starting to use expanded noun phrases with pre- and post-modifiers. <i>I can proof-read my work for spelling and grammar errors.</i>	<p>Character description</p> Use a familiar character from the story to build vocabulary and ideas. Use a silhouette to separate personality traits and outward appearance and movement. Progress to introducing a character at the opening of a story . Introduce <u>ISPACE</u> posters for using varying openers in descriptive writing- have visual in classroom for constant reference. Analyse features from a WAGOLL and use them in context; plan using a silhouette structure; draft writing using previously taught skills; proof-read and edit work using editing pens with support from teacher and peers; rewrite a finished version	
	2			I can integrate dialogue. I can use relative clauses. I can use brackets, dashes and commas for parenthesis. <i>I can gain and maintain the interest of readers and listeners.</i>	<p>Newspaper Reports</p> Use events that appear in the book. Consider bold headlines and conciseness of information. What will happen if we aren't concise? Use events from recent news or cross-curricular links such as History to write reports.

<p>using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>VPG: Pupils should be taught to:</p> <ul style="list-style-type: none"> -Develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> ♣ starting to recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms ♣ beginning to use passive verbs to affect the presentation of information in a sentence ♣ starting to using the perfect form of verbs to mark relationships of time and cause ♣ starting to use expanded noun phrases to convey complicated information concisely ♣ using modal verbs or adverbs to indicate degrees of possibility ♣ starting to use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun ♣ starting to use the grammar for years 5 and 6 in English Appendix -Indicate grammatical and other features by: <ul style="list-style-type: none"> ♣ using commas to clarify meaning or avoid ambiguity in writing ♣ using hyphens to avoid ambiguity ♣ using brackets, dashes or commas to indicate parenthesis ♣ using semi-colons, colons or dashes to mark boundaries between independent clauses ♣ using a colon to introduce a list ♣ punctuating bullet points consistently -Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. <p>S&L Pupils should be taught to: <ul style="list-style-type: none"> ♣ listen and respond appropriately to adults and their peers ♣ ask relevant questions to extend their understanding and knowledge ♣ use relevant strategies to build their vocabulary ♣ articulate and justify answers, arguments and opinions ♣ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ♣ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ♣ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ♣ speak audibly and fluently with an increasing command of Standard English ♣ participate in discussions, presentations, performances, role play, improvisations </p>				<p>Consider topics with different moods- the difference between reporting something positive and something sad.</p> <p>Analyse features from a WAGOLL and use them in context; plan using Mighty Writer structure; draft writing using previously taught skills; proof-read and edit work using editing pens with support from teacher and peers; rewrite a finished version.</p>
	3	<p>Plan writing:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own <p>Draft and write:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning <p>Edit and evaluate:</p> <ul style="list-style-type: none"> ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register 	<p>I can use modal verbs or adverbs to show possibility or certainty.</p> <p>I can use semicolons to separate sentences.</p> <p>I can think about the use of vocabulary to enhance meaning.</p> <p><i>I can distinguish between language when I am speaking and writing.</i></p> <p>I can distinguish between language when I am speaking and writing.</p>	<p>Persuasive Letter Letters from the children to the King or other official asking for the release of the prisoner.</p> <p>Present verbal arguments before writing, thinking about the difference between written and spoken language.</p> <p>Use one scenario and write a persuasive letter for and against it- think about how arguments differ.</p> <p>Analysis of example; practise skills and use them in context; plan and shared ideas; draft writing using previously taught skills; proof-read and edit work using editing pens with support from teacher and peers; rewrite a finished version.</p> <p>Other curriculum links: Use Votes for Schools for interesting arguments that can be adapted to a persuasive letter. Use scenarios relevant to children and their lives.</p>
	4	<p>using modal verbs or adverbs to indicate degrees of possibility</p> <p>using semi-colons to mark boundaries between independent clauses</p> <p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments (in planning)</p> <p>listen and respond appropriately to adults and their peers</p>		
	5	<p>Plan writing:</p> <ul style="list-style-type: none"> Noting and developing ideas, drawing on research <p>Draft and write:</p> <ul style="list-style-type: none"> use a range of devices to build cohesion within and across paragraphs <p>Edit and evaluate:</p>	<p>I can summarise key events of the story to present in form of a review.</p>	<p>Book Review Children to create a Book Review, summarising main events and character developments. Have a look at reviews of the</p>

<p>and debates ♣ gain, maintain and monitor the interest of the listener(s) ♣ consider and evaluate different viewpoints, attending to and building on the contributions of others ♣ select and use appropriate registers for effective communication</p>	<p>6</p>	<p>Assess the effectiveness of own and others' writing recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms articulate and justify answers, arguments (during verbal debate) Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints, attending to and building on the contributions of others</p>	<p>I can use modal verbs. I can use expanded noun phrases to describe events and characters.</p>	<p>book online – what do people say? What do they think of the plot? Analyse features from a WAGOLL and use them in context; plan using Mighty Writer structure; draft writing using previously taught skills; proof-read and edit work using editing pens with support from teacher and peers; rewrite a finished version.</p>
<p>Vocabulary:</p>	<p>NC terminology: Nouns, adjectives, verbs, suffixes, prefixes, relative clauses, relative pronouns, adverbs, modal verbs, cohesion, adverbials of time, parenthesis (brackets, dashes, commas), ambiguity, formal, informal, synonyms, antonyms, passive, active, subjunctive form, ellipsis, hyphen</p> <p>Text specific: composition, descriptive, persuasive, advert, character, dialogue, expanded noun phrase, performance, intonation, concise paragraphs, verse, stanza, metre, rhythm, structure, form, passive voice</p>			

Spelling and handwriting practice to take place daily.

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	2	<p>Edit and evaluate: proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Use expanded noun phrases to convey information concisely. listen and respond appropriately to adults and their peers (To take place during share and edit lesson)</p>	<p>I can integrate dialogue to convey setting.</p> <p><i>I can suggest changes to my work to enhance its effect.</i></p>	<p>Analyse features from a WAGOLL and use them in context; plan using Mighty Writer structure; draft writing using previously taught skills; proof-read and edit work using editing pens with support from teacher and peers; rewrite a finished version.</p>
	3	<p>Plan writing: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Draft and write: using a wide range of devices to build cohesion within and across paragraphs</p> <p>Edit and evaluate: ensuring the consistent and correct use of tense throughout a piece of writing</p>	<p><i>I can use the past and present perfect tense.</i></p> <p><i>I can use semi colons to separate sentences.</i></p> <p><i>I can use dashes and colons to separate sentences.</i></p>	<p>Diary Entry</p> <p>Link diary recount to familiar characters from the story. Think about different moods- positive and negative.</p> <p>Consider the same event from different people's perspectives and think how language and voice will differ.</p>
	4	<p>using the perfect form of verbs to mark relationships of time and cause give well-structured descriptions, explanations and narratives for different purposes, including</p>	<p>I can ensure tense is correct and consistent in my work.</p>	<p>Analyse features from a WAGOLL and use them in context; plan using Mighty Writer structure; draft writing using previously taught skills; proof-read and edit work using</p>

<p>colons or dashes to mark boundaries between independent clauses</p> <p>VPG: Pupils should be taught to:</p> <ul style="list-style-type: none"> -Develop their understanding of the concepts set out in English Appendix 2 by: ♣ starting to recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms ♣ beginning to use passive verbs to affect the presentation of information in a sentence ♣ starting to using the perfect form of verbs to mark relationships of time and cause ♣ starting to use expanded noun phrases to convey complicated information concisely ♣ using modal verbs or adverbs to indicate degrees of possibility ♣ starting to use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun ♣ starting to use the grammar for years 5 and 6 in English Appendix -Indicate grammatical and other features by: ♣ using commas to clarify meaning or avoid ambiguity in writing ♣ using hyphens to avoid ambiguity ♣ using brackets, dashes or commas to indicate parenthesis ♣ using semi-colons, colons or dashes to mark boundaries between independent clauses ♣ using a colon to introduce a list ♣ punctuating bullet points consistently -Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. <p>S&L Pupils should be taught to: ♣ listen and respond appropriately to adults and their peers ♣ ask relevant questions to extend their understanding and knowledge ♣ use relevant strategies to build their vocabulary ♣ articulate and justify answers, arguments and opinions ♣ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ♣ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ♣ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ♣ speak audibly and fluently with an increasing command of Standard English ♣ participate in discussions, presentations, performances, role play, improvisations</p>		<p>for expressing feelings (through presenting of work)</p>		<p>editing pens with support from teacher and peers; rewrite a finished version..</p>
	5	<p>Plan writing: In writing narrative, consider how authors have developed characters and settings in what pupils have read. Draft and write: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p>	<p>I can use a range of openers to help my work flow.</p> <p>I can use dialogue, punctuated with inverted commas.</p> <p>I can add post-modifiers to dialogue to advance action.</p>	<p>Dilemma Narrative</p> <p>Plan using an Alan Peats planning structure- who, where, where next, why, what goes wrong, who helps, where last. Consider ‘what is the dilemma’ and ‘what two options does the character have’.</p> <p>Analyse features from a WAGOLL and use them in context; plan using Mighty Writer structure; draft writing using previously taught skills; proof-read and edit work using editing pens with support from teacher and peers; rewrite a finished version.</p>
	6	<p>Edit and evaluate: Assess the effectiveness of own and others’ writing</p> <p>listen and respond appropriately to adults and their peers (during feedback and peer feedback)</p>	<p><i>I can assess if my writing is effective and look at someone else’s.</i></p>	
	7	<p>Plan writing: Identifying the audience and purpose for the writing, using similar writing as models for their own. Draft and write: integrating dialogue to convey character and advance the action Edit and evaluate: assessing the effectiveness of their own and others’ writing Perform composition using appropriate volume, intonation and movement. Participate in performances and role play speak audibly and fluently with an increasing command of Standard English</p>	<p>I can perform with appropriate expression and volume.</p> <p>I can use movement to demonstrate character.</p> <p>I can consider my audience and purpose when performing.</p>	<p>Poetry</p> <p>Sonnet poem theme linking to the love of the sea.</p> <p>Provide children with an example poem that they need to style in their own composition.</p> <p>Analyse features from a WAGOLL and use them in context; plan using vocabulary mind map; draft writing using previously taught skills; proof-read and edit work using editing pens with support from teacher and peers; rewrite a finished version.</p>

<p>and debates ♣ gain, maintain and monitor the interest of the listener(s) ♣ consider and evaluate different viewpoints, attending to and building on the contributions of others ♣ select and use appropriate registers for effective communication</p>				
<p>Vocabulary:</p>	<p>NC terminology: Nouns, adjectives, verbs, suffixes, prefixes, relative clauses, relative pronouns, adverbs, modal verbs, cohesion, adverbials of time, parenthesis (brackets, dashes, commas), ambiguity, formal, informal, synonyms, antonyms, passive, active, subjunctive form, ellipsis, hyphen</p> <p>Text specific: composition, descriptive, persuasive, advert, character, dialogue, expanded noun phrase, performance, intonation, concise paragraphs, verse, stanza, metre, rhythm, structure, form, passive voice</p>			

Subject English – Year 5 Spring 1 MTP		Covered once/	Covered twice/	Revisited/ S&L	TEXT: The Phoenix Code
Spelling and handwriting practice to take place daily.					
National Curriculum	Week	NC - Coverage	Skills Taught	Activity outline	
I AM STARTING TO (RED)					
<p>Composition: Pupils should be taught to:</p> <p>-Plan their writing by: ♣ I am starting to identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ♣ noting and developing initial ideas, drawing on reading and research where necessary ♣ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>-Draft and write by: ♣ I am starting to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ♣ in narratives, beginning to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action ♣ précising longer passages ♣ I am starting to use a wide range of devices to build cohesion within and across paragraphs ♣ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>-Evaluate and edit by: ♣ I am starting to assess the effectiveness of their own and others' writing ♣ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ♣ ensuring the consistent and correct use of tense throughout a piece of writing ♣ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register ♣ I am beginning to -proof-read for spelling and punctuation errors ♣ I am starting to perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear. ♣ I am starting to use semi-colons,</p>	1	<p>Plan writing: Identifying the audience and purpose for the writing, using similar writing as models for their own. Draft and write: Select appropriate vocabulary, understanding how choices can enhance meaning Edit and evaluate: Propose changes to vocabulary to enhance meaning</p>	<p>I can use different openers to help my writing flow.</p> <p>I can use expanded noun phrases with ambitious qualifiers.</p> <p>I can integrate dialogue to convey setting.</p> <p><i>I can suggest changes to my work to enhance its effect</i></p>	<p>Character Descriptions</p> <p>Let children collect vocabulary using thesauruses and mind mapping methods before writing.</p> <p>Analyse features from a WAGOLL and use them in context; plan using Mighty Writer structure; draft writing using previously taught skills; proof-read and edit work using editing pens with support from teacher and peers; rewrite a finished version.</p>	
	2	<p>Perform composition using appropriate volume, intonation and movement. Participate in performances</p>			
	3	<p>Plan writing: Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Draft and write: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Edit and evaluate: ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p>	<p>I can use headings, including using questions for headings.</p> <p>I can relative clauses with different pronouns.</p>	<p>Non-chronological report</p> <p>Use tablets or laptops to research any information needed about a fairly familiar topic to the book (mythical creatures, strange lands etc.). Alternatively, provide information and ask children to separate it into paragraphs.</p> <p>Write for different audiences to consider language- e.g. children and adults.</p>	
	4	<p>using modal verbs or adverbs to indicate degrees of possibility using semi-colons to mark boundaries between independent clauses</p>	<p>I can choose language appropriate to my audience.</p>	<p>Analyse features from a WAGOLL and use them in context; plan using Mighty Writer structure; draft writing using previously taught skills; proof-read and edit work using editing pens with support from teacher and peers; rewrite a finished version.</p>	

<p>colons or dashes to mark boundaries between independent clauses</p>		<p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments (in planning)</p>	<p><i>I can propose changes to grammar to clarify meaning</i></p>	
<p>VPG: Pupils should be taught to: -Develop their understanding of the concepts set out in English Appendix 2 by: ♣ starting to recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms ♣ beginning to use passive verbs to affect the presentation of information in a sentence ♣ starting to using the perfect form of verbs to mark relationships of time and cause ♣ starting to use expanded noun phrases to convey complicated information concisely ♣ using modal verbs or adverbs to indicate degrees of possibility ♣ starting to use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun ♣ starting to use the grammar for years 5 and 6 in English Appendix</p>			<p>I can integrate dialogue to show character and advance action.</p> <p>I can use a range of openers, using commas correctly.</p> <p>I can use ellipsis.</p> <p><i>I can give feedback to somebody else about their work.</i></p>	<p><u>Suspense Narrative</u></p> <p>Analyse features from a WAGOLL and use them in context of ‘The Secret Garden’; plan using Mighty Writer structure; draft writing using previously taught skills; proof-read and edit work using perfecto pens with support from teacher and peers; rewrite a finished version.</p>
<p>-Indicate grammatical and other features by: ♣ using commas to clarify meaning or avoid ambiguity in writing ♣ using hyphens to avoid ambiguity ♣ using brackets, dashes or commas to indicate parenthesis ♣ using semi-colons, colons or dashes to mark boundaries between independent clauses ♣ using a colon to introduce a list ♣ punctuating bullet points consistently</p> <p>-Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p>	<p>5</p>	<p>Plan writing: in writing narratives, considering how authors have developed and settings in what pupils have read, listened to or seen</p> <p>Draft and write: in narrative, describing settings and atmosphere and integrating dialogue use a range of devices to build cohesion within paragraphs</p>	<p>I can perform with appropriate expression and volume.</p> <p>I can use movement to demonstrate character.</p>	<p><u>Poetry</u></p> <p>Hook theme poem relating to the Phoenix Code.</p> <p>Provide children with an example poem that they need to style in their own composition.</p>
<p>S&L Pupils should be taught to: ♣ listen and respond appropriately to adults and their peers ♣ ask relevant questions to extend their understanding and knowledge ♣ use relevant strategies to build their vocabulary ♣ articulate and justify answers, arguments and opinions ♣ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ♣ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ♣ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ♣ speak audibly and fluently with an increasing command of Standard English ♣ participate in discussions, presentations, performances, role play, improvisations</p>	<p>6</p>	<p>Edit and evaluate: proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Use expanded noun phrases to convey information concisely.</p> <p>listen and respond appropriately to adults and their peers (To take place during share and edit lesson)</p>	<p>I can consider my audience and purpose when performing.</p>	<p>Analyse features from a WAGOLL and use them in context; plan using vocabulary mind map; draft writing using previously taught skills; proof-read and edit work using editing pens with support from teacher and peers; rewrite a finished version.</p>

<p>and debates ♣ gain, maintain and monitor the interest of the listener(s) ♣ consider and evaluate different viewpoints, attending to and building on the contributions of others ♣ select and use appropriate registers for effective communication</p>				
<p>Vocabulary:</p>	<p>NC terminology: Nouns, adjectives, verbs, suffixes, prefixes, relative clauses, relative pronouns, adverbs, modal verbs, cohesion, adverbials of time, parenthesis (brackets, dashes, commas), ambiguity, formal, informal, synonyms, antonyms, passive, active, subjunctive form, ellipsis, hyphen</p> <p>Text specific: composition, descriptive, persuasive, advert, character, dialogue, expanded noun phrase, performance, intonation, concise paragraphs, verse, stanza, metre, rhythm, structure, form, passive voice</p>			

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	2	<p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>I am starting to use a wide range of devices to build cohesion within and across paragraphs</p> <p>Edit and evaluate:</p> <p>Assess the effectiveness of own and others' writing</p> <p>using commas to clarify meaning or avoid ambiguity in writing</p> <p>listen and respond appropriately to adults and their peers (during feedback and peer feedback)</p>	<p><i>I can suggest changes to my work to enhance its effect</i></p>	
	3	<p>Plan writing:</p>		

<p>beginning to -proof-read for spelling and punctuation errors ♣ I am starting to perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear. ♣ I am starting to use semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>♣ I am starting to use commas to clarify meaning or avoid ambiguity in writing</p> <p>VPG: Pupils should be taught to: -Develop their understanding of the concepts set out in English Appendix 2 by: ♣ starting to recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms ♣ beginning to use passive verbs to affect the presentation of information in a sentence ♣ starting to using the perfect form of verbs to mark relationships of time and cause ♣ starting to use expanded noun phrases to convey complicated information concisely ♣ using modal verbs or adverbs to indicate degrees of possibility ♣ starting to use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun ♣ starting to use the grammar for years 5 and 6 in English Appendix</p> <p>-Indicate grammatical and other features by: ♣ using commas to clarify meaning or avoid ambiguity in writing ♣ using hyphens to avoid ambiguity ♣ using brackets, dashes or commas to indicate parenthesis ♣ using semi-colons, colons or dashes to mark boundaries between independent clauses ♣ using a colon to introduce a list ♣ punctuating bullet points consistently</p> <p>-Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p> <p>S&L</p>	<p>4</p>	<p>Noting and developing ideas, drawing on research</p> <p>Draft and write:</p> <p>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>Edit and evaluate:</p> <p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>I am beginning to -proof-read for spelling and punctuation errors</p> <p>punctuating bullet points consistently recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>participate in discussions, presentations consider and evaluate different viewpoints, attending to and building on the contributions of others articulate and justify answers, arguments and debate (during verbal debate)</p>	<p>I can use modal verbs or adverbs to show possibility or certainty.</p> <p>I can use semicolons to separate sentences.</p> <p>I can think about the use of vocabulary to enhance meaning.</p> <p><i>I can distinguish between language when I am speaking and writing.</i></p>	<p>Use The Secret Garden for inspiration to create interesting arguments that can be adapted to a persuasive letter. Use scenarios relevant to children and their lives.</p> <p>Present verbal arguments before writing, thinking about the difference between written and spoken language.</p> <p>Use one scenario and write a persuasive letter for and against it- think about how arguments differ.</p> <p>Analyse features from a WAGOLL and use them in context; plan using Mighty Writer structure; draft writing using previously taught skills; proof-read and edit work using editing pens with support from teacher and peers; rewrite a finished version.</p>
			<p>I can integrate dialogue to show character and advance action.</p> <p>I can use a range of openers, using commas correctly.</p> <p>I can use ellipsis.</p>	<p>Narrative</p> <p>Analyse features from a WAGOLL and use them in context of 'The Secret Garden'; plan using Mighty Writer structure; draft writing using previously taught skills; proof-read and edit work using perfecto pens with support from teacher and peers; rewrite a finished version.</p>

<p>Pupils should be taught to: ♣ listen and respond appropriately to adults and their peers ♣ ask relevant questions to extend their understanding and knowledge ♣ use relevant strategies to build their vocabulary ♣ articulate and justify answers, arguments and opinions ♣ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ♣ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ♣ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ♣ speak audibly and fluently with an increasing command of Standard English ♣ participate in discussions, presentations, performances, role play, improvisations and debates ♣ gain, maintain and monitor the interest of the listener(s) ♣ consider and evaluate different viewpoints, attending to and building on the contributions of others ♣ select and use appropriate registers for effective communication</p>	<p>5</p>	<p>Plan writing:</p> <p>in writing narratives, considering how authors have developed and settings in what pupils have read, listened to or seen</p> <p>Draft and write:</p> <p>in narrative, describing settings and atmosphere and integrating dialogue</p> <p>use a range of devices to build cohesion within paragraphs</p> <p>Edit and evaluate:</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Use expanded noun phrases to convey information concisely.</p> <p>listen and respond appropriately to adults and their peers (To take place during share and edit lesson)</p>	<p><i>I can give feedback to somebody else about their work.</i></p> <p>I can use a range of figurative language including onomatopoeia, metaphors and personification.</p> <p>I can structure and shape my poem in interesting ways.</p> <p>I can perform my composition with intonation, volume and movement.</p>	<p>Poetry</p> <p>Provide children with an example poem that they need to style in their own composition.</p> <p>Analyse features from a WAGOLL and use them in context; plan using vocabulary mind map; draft writing using previously taught skills; proof-read and edit work using editing pens with support from teacher and peers; rewrite a finished version.</p>
<p>Vocabulary:</p>	<p>NC terminology: Nouns, adjectives, verbs, suffixes, prefixes, relative clauses, relative pronouns, adverbs, modal verbs, cohesion, adverbials of time, parenthesis (brackets, dashes, commas), ambiguity, formal, informal, synonyms, antonyms, passive, active, subjunctive form, ellipsis, hyphen</p> <p>Text specific: composition, descriptive, persuasive, advert, character, dialogue, expanded noun phrase, performance, intonation, concise paragraphs, verse, stanza, metre, rhythm, structure, form, passive voice</p>			

Subject English – Year 5 Summer 1 MTP		Covered once/	Covered twice/	Revisited/	S&L	TEXT: The Lion, The Witch & The Wardrobe	
Spelling and handwriting practice to take place daily.							
National Curriculum	Week	NC - Coverage		Skills Taught		Activity outline	
<p>Composition: Pupils should be taught to:</p> <p>-Plan their writing by: ♣ I am starting to identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ♣ noting and developing initial ideas, drawing on reading and research where necessary ♣ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>-Draft and write by: ♣ I am starting to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ♣ in narratives, beginning to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action ♣ I am starting to use a wide range of devices to build cohesion within and across paragraphs ♣ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>-Evaluate and edit by: ♣ I am starting to assess the effectiveness of their own and others' writing ♣ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ♣ ensuring the consistent and correct use of tense throughout a piece of writing ♣ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register ♣ I am beginning to -proof-read for spelling and punctuation</p>	1	<p>Plan writing:</p> <p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Draft and write:</p> <p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Edit and evaluate:</p> <p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p>		<p>I can use different openers to help my writing flow.</p> <p>I can use expanded noun phrases with ambitious qualifiers.</p> <p>I can integrate dialogue to convey setting.</p> <p><i>I can suggest changes to my work to enhance its effect</i></p>		<p>Character Descriptions</p> <p>Let children collect vocabulary using thesauruses and mind mapping methods before writing.</p> <p>Analyse features from a WAGOLL and use them in context; plan using Mighty Writer structure; draft writing using previously taught skills; proof-read and edit work using editing pens with support from teacher and peers; rewrite a finished version.</p>	
	2	<p>using modal verbs or adverbs to indicate degrees of possibility</p> <p>using semi-colons to mark boundaries between independent clauses</p> <p>using commas to clarify meaning or avoid ambiguity in writing</p> <p>maintain attention and participate actively in collaborative conversations, staying on topic and</p>					

<p>errors ♣ I am starting to perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear. ♣ I am starting to use semi-colons, colons or dashes to mark boundaries between independent clauses</p>		<p>initiating and responding to comments (in planning)</p>		
<p>♣ I am starting to use commas to clarify meaning or avoid ambiguity in writing</p>	<p>3</p>	<p>Plan writing:</p> <p>in writing narratives, considering how authors have developed and settings in what pupils have read, listened to or seen</p> <p>Draft and write:</p>	<p>I can use passive voice.</p> <p>I can use past tense effectively in my Biography.</p> <p>I can summarise main events to present information.</p>	<p>Biography</p> <p>Create a Biography about a character. Children to use knowledge of characters. Use iPads/laptops if possible to research more about the character.</p> <p>Use one scenario and write a persuasive letter for and against it- think about how arguments differ.</p>
<p>VPG: Pupils should be taught to: -Develop their understanding of the concepts set out in English Appendix 2 by: ♣ starting to recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms ♣ beginning to use passive verbs to affect the presentation of information in a sentence ♣ starting to using the perfect form of verbs to mark relationships of time and cause ♣ starting to use expanded noun phrases to convey complicated information concisely ♣ using modal verbs or adverbs to indicate degrees of possibility ♣ starting to use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun ♣ starting to use the grammar for years 5 and 6 in English Appendix -Indicate grammatical and other features by: ♣ using commas to clarify meaning or avoid ambiguity in writing ♣ using hyphens to avoid ambiguity ♣ using brackets, dashes or commas to indicate parenthesis ♣ using semi-colons, colons or dashes to mark boundaries between independent clauses ♣ using a colon to introduce a list ♣ punctuating bullet points consistently - Starting to use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p>	<p>4</p>	<p>in narrative, describing settings and atmosphere and integrating dialogue</p> <p>use a range of devices to build cohesion within paragraphs</p> <p>Edit and evaluate:</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Use expanded noun phrases to convey information concisely.</p> <p>using hyphens to avoid ambiguity</p> <p>listen and respond appropriately to adults and their peers (To take place during share and edit lesson)</p>	<p><i>I can distinguish between language when I am speaking and writing.</i></p>	<p>Analyse features from a WAGOLL and use them in context; plan using Mighty Writer structure; draft writing using previously taught skills; proof-read and edit work using editing pens with support from teacher and peers; rewrite a finished version.</p>
<p>S&L Pupils should be taught to: ♣ listen and respond appropriately to adults and their peers ♣ ask relevant</p>			<p>I can integrate dialogue.</p> <p>I can use relative clauses.</p>	<p>Newspaper Reports</p>

<p>questions to extend their understanding and knowledge</p> <ul style="list-style-type: none"> ♣ use relevant strategies to build their vocabulary ♣ articulate and justify answers, arguments and opinions ♣ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ♣ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ♣ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ♣ speak audibly and fluently with an increasing command of Standard English ♣ participate in discussions, presentations, performances, role play, improvisations and debates ♣ gain, maintain and monitor the interest of the listener(s) ♣ consider and evaluate different viewpoints, attending to and building on the contributions of others ♣ select and use appropriate registers for effective communication 			<p>I can use brackets, dashes and commas for parenthesis.</p> <p><i>I can gain and maintain the interest of readers and listeners.</i></p>	<p>Use events that appear in the book. Consider bold headlines and conciseness of information. What will happen if we aren't concise?</p> <p>Use events from recent news or cross-curricular links such as History to write reports.</p> <p>Consider topics with different moods- the difference between reporting something positive and something sad.</p> <p>Analyse features from a WAGOLL and use them in context; plan using Mighty Writer structure; draft writing using previously taught skills; proof-read and edit work using editing pens with support from teacher and peers; rewrite a finished version.</p>
	5	<p>Plan writing:</p> <p>in writing narratives, considering how authors have developed and settings in what pupils have read, listened to or seen</p> <p>Draft and write:</p>	<p>I can summarise key events of the story to present in form of a review.</p> <p>I can use modal verbs.</p> <p>I can use expanded noun phrases to describe events and characters.</p>	<p>Book Review</p> <p>Children to create a Book Review, summarising main events and character developments. Have a look at reviews of the book online – what do people say? What do they think of the plot?</p> <p>Analyse features from a WAGOLL and use them in context; plan using Mighty Writer structure; draft writing using previously taught skills; proof-read and edit work using editing pens with support from teacher and peers; rewrite a finished version.</p>
	6	<p>in narrative, describing settings and atmosphere and integrating dialogue</p> <p>use a range of devices to build cohesion within paragraphs</p> <p>Edit and evaluate:</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>		

	<p>Use expanded noun phrases to convey information concisely.</p> <p>using brackets, dashes or commas to indicate parenthesis</p> <p>♣ using a colon to introduce a list</p> <p>listen and respond appropriately to adults and their peers (To take place during share and edit lesson)</p>		
Vocabulary:	<p>NC terminology: Nouns, adjectives, verbs, suffixes, prefixes, relative clauses, relative pronouns, adverbs, modal verbs, cohesion, adverbials of time, parenthesis (brackets, dashes, commas), ambiguity, formal, informal, synonyms, antonyms, passive, active, subjunctive form, ellipsis, hyphen</p> <p>Text specific: composition, descriptive, persuasive, advert, character, dialogue, expanded noun phrase, performance, intonation, concise paragraphs, verse, stanza, metre, rhythm, structure, form, passive voice</p>		



Subject English – Year 5 Summer 2 MTP		Covered once/	Covered twice/	Revisited/ S&L	TEXT: The Boy Who Swam with Piranhas	
Spelling and handwriting practice to take place daily.						
National Curriculum	Week	NC - Coverage	Skills Taught	Activity outline		
I AM STARTING TO (RED)						
<p>Composition: Pupils should be taught to:</p> <p>-Plan their writing by: ♣ I am starting to identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ♣ noting and developing initial ideas, drawing on reading and research where necessary ♣ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>-Draft and write by: ♣ I am starting to select appropriate grammar and vocabulary, understanding how such</p>	1	<p>Plan writing:</p> <p>Identifying the audience and purpose for the writing, using similar writing as models for their own.</p> <p>Draft and write:</p>	<p>I can use modal verbs or adverbs to show possibility or certainty.</p> <p>I can use semicolons to separate sentences.</p> <p>I can think about the use of vocabulary to enhance meaning.</p>	<p>Persuasive Advertisement</p> <p>Use The Phoenix Code to advertise (Benben Stone, Cleo’s parents’ business). In addition, use scenarios relevant to children and their lives.</p> <p>Present verbal arguments before writing, thinking about the difference between written and spoken language.</p> <p>Use one scenario and write a persuasive letter for and against it- think about how arguments differ.</p>		
	2	<p>integrating dialogue to convey character and advance the action</p>				

<p>choices can change and enhance meaning ♣ in narratives, beginning to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action ♣ I am starting to use a wide range of devices to build cohesion within and across paragraphs ♣ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>-Evaluate and edit by: ♣ I am starting to assess the effectiveness of their own and others' writing ♣ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ♣ ensuring the consistent and correct use of tense throughout a piece of writing ♣ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register ♣ I am beginning to -proof-read for spelling and punctuation errors ♣ I am starting to perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear. ♣ I am starting to use semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>♣ I am starting to use commas to clarify meaning or avoid ambiguity in writing</p>		<p>Edit and evaluate:</p> <p>assessing the effectiveness of their own and others' writing</p> <p>Perform composition using appropriate volume, intonation and movement.</p> <p>using a colon to introduce a list punctuating bullet points consistently Participate in performances and role play</p> <p>Speak audibly and fluently with an increasing command of Standard English</p>	<p><i>I can distinguish between language when I am speaking and writing.</i></p>	<p>Analyse features from a WAGOLL and use them in context; plan using Mighty Writer structure; draft writing using previously taught skills; proof-read and edit work using editing pens with support from teacher and peers; rewrite a finished version.</p>
<p>VPG: Pupils should be taught to: -Develop their understanding of the concepts set out in English Appendix 2 by: ♣ starting to recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms ♣ beginning to use passive verbs to affect the presentation of</p>			<p>I can use modal verbs or adverbs to show possibility or certainty.</p> <p>I can use semicolons to separate sentences.</p> <p>I can think about the use of vocabulary to enhance meaning.</p> <p><i>I can distinguish between language when I am speaking and writing.</i></p>	<p><u>Persuasive Letter</u></p> <p>Use The Boy Who Swam with Piranhas for interesting arguments that can be adapted to a persuasive letter. In addition, use scenarios relevant to children and their lives.</p> <p>Present verbal arguments before writing, thinking about the difference between written and spoken language.</p> <p>Use one scenario and write a persuasive letter for and against it- think about how arguments differ.</p> <p>Analyse features from a WAGOLL and use them in context; plan using Mighty Writer structure; draft writing using previously taught skills; proof-read and edit work using editing pens with support from teacher and peers; rewrite a finished version.</p>
	<p>3</p>	<p>Plan writing:</p>	<p>I can use a variety of openers to make my writing flow.</p>	<p><u>Historical Narrative</u></p> <p>Use a relevant history topic or book to inspire writing and model features of the historical period.</p>

<p>information in a sentence ♣ starting to using the perfect form of verbs to mark relationships of time and cause ♣ starting to use expanded noun phrases to convey complicated information concisely ♣ using modal verbs or adverbs to indicate degrees of possibility ♣ starting to use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun ♣ starting to use the grammar for years 5 and 6 in English Appendix</p> <p>-Indicate grammatical and other features by: ♣ using commas to clarify meaning or avoid ambiguity in writing ♣ using hyphens to avoid ambiguity ♣ using brackets, dashes or commas to indicate parenthesis ♣ using semi-colons, colons or dashes to mark boundaries between independent clauses ♣ using a colon to introduce a list ♣ punctuating bullet points consistently</p> <p>- Starting to use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p> <p>S&L</p> <p>Pupils should be taught to: ♣ listen and respond appropriately to adults and their peers ♣ ask relevant questions to extend their understanding and knowledge ♣ use relevant strategies to build their vocabulary ♣ articulate and justify answers, arguments and opinions ♣ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ♣ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ♣ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ♣ speak audibly and fluently with an increasing command of Standard English ♣ participate in discussions, presentations, performances, role play, improvisations and debates ♣ gain, maintain and monitor the interest of the listener(s) ♣ consider and evaluate different viewpoints, attending to and building on the contributions of others ♣ select and use appropriate registers for effective communication</p>	<p>4</p>	<p>Identifying the audience and purpose for the writing, using similar writing as models for their own.</p> <p>Draft and write:</p> <p>Select appropriate vocabulary, understanding how choices can enhance meaning</p> <p>Edit and evaluate:</p> <p>Propose changes to vocabulary to enhance meaning</p> <p>Perform composition using appropriate volume, intonation and movement.</p> <p>Participate in performance</p> <p>Speak audibly and fluently with an increasing command of Standard English</p>	<p>I can use dialogue to advance action.</p> <p>I can hyphens.</p> <p><i>I can suggest changes to my own and others' work.</i></p>	<p>Use Alan Peats story structure to plan own story with a beginning, middle and end- who, where, where next, why, what goes wrong, who helps, where last, feelings</p> <p>Analyse features from a WAGOLL and use them in context; plan using Mighty Writer structure; draft writing using previously taught skills; proof-read and edit work using editing pens with support from teacher and peers; rewrite a finished version.</p>
	<p>5</p>	<p>Plan writing:</p> <p>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen</p> <p>Draft and write:</p> <p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Edit and evaluate:</p>	<p>I can use a range of figurative language including onomatopoeia, metaphors and personification.</p> <p>I can structure and shape my poem in interesting ways.</p>	<p>Poetry</p> <p>Hook- summer themed poems/ end of term and transition links. This can also be linked to the class text.</p> <p>Provide children with an example poem that they need to style in their own composition.</p> <p>Analyse features from a WAGOLL and use them in context; plan using vocabulary mind map; draft writing using previously taught skills; proof-read and edit work using</p>
	<p>6</p>			

	<p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning using expanded noun phrases to convey complicated information concisely</p> <p>using hyphens to avoid ambiguity</p> <p>listen and respond appropriately to adults and their peers</p>	<p>I can perform my composition with intonation, volume and movement.</p>	<p>editing pens with support from teacher and peers; rewrite a finished version.</p>
<p>Vocabulary:</p>	<p>NC terminology: Nouns, adjectives, verbs, suffixes, prefixes, relative clauses, relative pronouns, adverbs, modal verbs, cohesion, adverbials of time, parenthesis (brackets, dashes, commas), ambiguity, formal, informal, synonyms, antonyms, passive, active, subjunctive form, ellipsis, hyphen</p> <p>Text specific: composition, descriptive, persuasive, advert, character, dialogue, expanded noun phrase, performance, intonation, concise paragraphs, verse, stanza, metre, rhythm, structure, form, passive voice</p>		