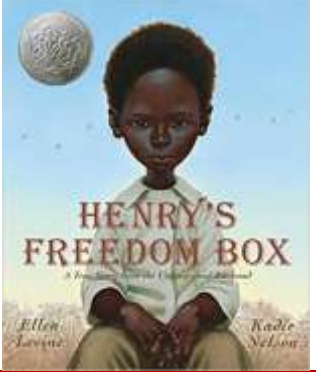


## Year Five – Autumn 1

### Reading Curriculum Overview

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2	
<b>Quality Text &amp; Interconnection</b>	Henry's Freedom Box Religious & Cultural Diversity, Technological Innovation, Empires & Monarchy, Social Change, Environmental Impact, Displacement & Invasion & Individuality	Where Once We Stood Social Change, Environmental Impact & Technological Innovation	The Pearl Diver Religious & Cultural Diversity, Technological Innovation, Social Change, Environmental Impact & Individuality	The Promise Religious & Cultural Diversity, Social Change & Environmental Impact	Shield Maiden Religious & Cultural Diversity, Technological Innovation, Empires & Monarchy, Social Change & Displacement & Invasion	The Lost Book of Adventure Environmental Impact & Individuality	
<b>Statutory Requirements</b>	<ul style="list-style-type: none"> <li>Develop positive attitudes to reading and understanding of what they read by:               <ul style="list-style-type: none"> <li>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>Reading books that are structured in different ways and reading for a range of purposes.</li> <li>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and tradition.</li> <li>Recommending books that they have read to their peers, giving reasons for their choices.</li> <li>Identifying and discussing themes and conventions in and across a wide range of writing.</li> <li>Making comparisons within and across books.</li> <li>Learning a wider range of poetry by heart.</li> <li>Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>Understand what they read by:               <ul style="list-style-type: none"> <li>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</li> <li>Asking questions to improve their understanding.</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>predicting what might happen from details stated and implied.</li> <li>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</li> <li>Identifying how language, structure and presentation contribute to meaning.</li> </ul> </li> <li>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> <li>Distinguish between statements of fact and opinion.</li> <li>Retrieve, record and present information from non-fiction.</li> <li>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> <li>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</li> <li>Provide reasoned justifications for their views.</li> </ul>				
<b>Explanatory Phrases</b>	<p><b>Build on previous vocabulary:</b></p> <p>I think...because            ...makes me think...            ...reminds me of...            I can see...            ...makes me feel...            ...suggests...            ...tells me...            ...this word/phrase makes me feel/think...            ...the effect of this word choice is...            I think that the author has used...because...            ...makes me have the following questions...            ...provides the reader/me...            ...makes the reader/me think of...            ...indicates...            ...tells the reader/me...            ...this word/phrase makes the reader/me feel/think...            ...makes the reader/me question...</p>			<p><b>And focus on:</b></p> <p>...gives the/me impression...            ...evokes the following questions...            ...creates a vivid image in my mind's eye...            ...conveys the following message/impression...            ...figurative language contributes to the meaning of the text by...            ...the _____ example of figurative language conveys a _____ mood...            In summation, the word choice...            To summarise, the author has...            Moreover,...            Furthermore,...</p>			

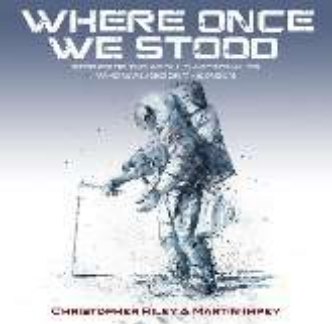
## Writing Curriculum Overview: Autumn 1

<p><b>Quality Text &amp; Writing Outcomes</b></p>	<p style="text-align: center;"><b>Henry's Freedom Box</b></p> <p style="text-align: center;"><b>Poetry:</b> Tanka  <b>Fiction:</b> Hybrid Cultural (Atmosphere &amp; Character)  <b>Non-fiction:</b> Recount (Diary &amp; Biography)</p>	
<p style="text-align: center;"><b>Word</b></p>	<p><b>Build on previous year and focus on:</b>          Verb prefixes [for example, dis-, de-, mis-, over- and re-].</p>	
<p style="text-align: center;"><b>Sentence</b></p>	<p><b>Build on previous year and focus on:</b>          Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</p>	
<p style="text-align: center;"><b>Text</b></p>	<p><b>Build on previous year and focus on:</b>          Devices to build cohesion within a paragraph [for example, then, after that, this, firstly].</p>	
<p style="text-align: center;"><b>Punctuation</b></p>	<p><b>Build on previous year and focus on:</b>          Brackets, dashes or commas to indicate parenthesis.          Use of commas to clarify meaning or avoid ambiguity.</p>	

### Reading Curriculum Overview

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2	
<b>Quality Text &amp; Interconnection</b>	Henry's Freedom Box Religious & Cultural Diversity, Technological Innovation, Empires & Monarchy, Social Change, Environmental Impact, Displacement & Invasion & Individuality	Where Once We Stood Social Change, Environmental Impact & Technological Innovation	The Pearl Diver Religious & Cultural Diversity, Technological Innovation, Social Change, Environmental Impact & Individuality	The Promise Religious & Cultural Diversity, Social Change & Environmental Impact	Shield Maiden Religious & Cultural Diversity, Technological Innovation, Empires & Monarchy, Social Change & Displacement & Invasion	The Lost Book of Adventure Environmental Impact & Individuality	
<b>Statutory Requirements</b>	<ul style="list-style-type: none"> <li>• Develop positive attitudes to reading and understanding of what they read by:               <ul style="list-style-type: none"> <li>• Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• Reading books that are structured in different ways and reading for a range of purposes.</li> <li>• Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and tradition.</li> <li>• Recommending books that they have read to their peers, giving reasons for their choices.</li> <li>• Identifying and discussing themes and conventions in and across a wide range of writing.</li> <li>• Making comparisons within and across books.</li> <li>• Learning a wider range of poetry by heart.</li> <li>• Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Understand what they read by:               <ul style="list-style-type: none"> <li>• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</li> <li>• Asking questions to improve their understanding.</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• Predicting what might happen from details stated and implied.</li> <li>• Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</li> <li>• Identifying how language, structure and presentation contribute to meaning.</li> </ul> </li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> <li>• Distinguish between statements of fact and opinion.</li> <li>• Retrieve, record and present information from non-fiction.</li> <li>• 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> <li>• Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</li> <li>• Provide reasoned justifications for their views.</li> </ul>				
<b>Explanatory Phrases</b>	<p style="text-align: center;"><b>Build on previous vocabulary:</b></p> <p style="text-align: center;">I think...because ...makes me think... ...reminds me of... I can see... ...makes me feel... ...suggests... ...tells me... ...this word/phrase makes me feel/think... ...the effect of this word choice is... I think that the author has used...because... ...makes me have the following questions... ...provides the reader/me... ...makes the reader/me think of... ...indicates... ...tells the reader/me... ...this word/phrase makes the reader/me feel/think... ...makes the reader/me question...</p>			<p style="text-align: center;"><b>And focus on:</b></p> <p style="text-align: center;">...gives the/me impression... ...evokes the following questions... ...creates a vivid image in my mind's eye... ...conveys the following message/impression... ...figurative language contributes to the meaning of the text by... ...the _____ example of figurative language conveys a _____ mood... In summation, the word choice... To summarise, the author has... Moreover,... Furthermore,...</p>			

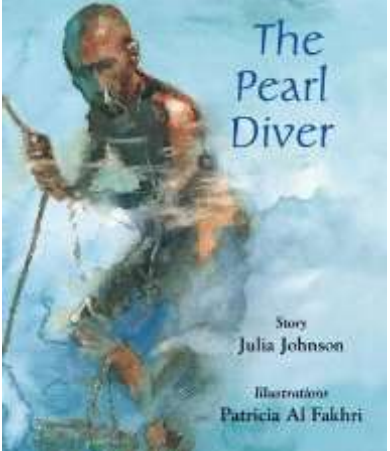
## Writing Curriculum Overview: Autumn 2

<p><b>Quality Text &amp; Writing Outcomes</b></p>	<p style="text-align: center;"><b>Where Once We Stood</b></p> <p style="text-align: center;"><b>Poetry:</b> Black Out  <b>Fiction:</b> Hybrid Adventure (Dialogue &amp; Action)  <b>Non-fiction:</b> Persuasive Formal Letter</p>	
<p style="text-align: center;"><b>Word</b></p>	<p><b>Build on previous learning and focus on:</b>  The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone.</p>	
<p style="text-align: center;"><b>Sentence</b></p>	<p><b>Build on previous learning and focus on:</b>  Indicate degrees of possibility using modal verbs.  Understand the difference between structures and typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form.</p>	
<p style="text-align: center;"><b>Text</b></p>	<p><b>Build on previous learning and focus on:</b>  Linking ideas across paragraphs, using adverbials.</p>	
<p style="text-align: center;"><b>Punctuation</b></p>	<p><b>Build on previous learning and focus on:</b>  Dashes to mark boundaries between independent clauses.</p>	

## Reading Curriculum Overview

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2	
<b>Quality Text &amp; Interconnection</b>	Henry's Freedom Box Religious & Cultural Diversity, Technological Innovation, Empires & Monarchy, Social Change, Environmental Impact, Displacement & Invasion & Individuality	Where Once We Stood Social Change, Environmental Impact & Technological Innovation	The Pearl Diver Religious & Cultural Diversity, Technological Innovation, Social Change, Environmental Impact & Individuality	The Promise Religious & Cultural Diversity, Social Change & Environmental Impact	Shield Maiden Religious & Cultural Diversity, Technological Innovation, Empires & Monarchy, Social Change & Displacement & Invasion	The Lost Book of Adventure Environmental Impact & Individuality	
<b>Statutory Requirements</b>	<ul style="list-style-type: none"> <li>Develop positive attitudes to reading and understanding of what they read by:               <ul style="list-style-type: none"> <li>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>Reading books that are structured in different ways and reading for a range of purposes.</li> <li>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and tradition.</li> <li>Recommending books that they have read to their peers, giving reasons for their choices.</li> <li>Identifying and discussing themes and conventions in and across a wide range of writing.</li> <li>Making comparisons within and across books.</li> <li>Learning a wider range of poetry by heart.</li> <li>Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>Understand what they read by:               <ul style="list-style-type: none"> <li>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</li> <li>Asking questions to improve their understanding.</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>predicting what might happen from details stated and implied.</li> <li>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</li> <li>Identifying how language, structure and presentation contribute to meaning.</li> </ul> </li> <li>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> <li>Distinguish between statements of fact and opinion.</li> <li>Retrieve, record and present information from non-fiction.</li> <li>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> <li>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</li> <li>Provide reasoned justifications for their views.</li> </ul>				
<b>Explanatory Phrases</b>	<p><b>Build on previous vocabulary:</b></p> <p>I think...because            ...makes me think...            ...reminds me of...            I can see...            ...makes me feel...            ...suggests...            ...tells me...            ...this word/phrase makes me feel/think...            ...the effect of this word choice is...            I think that the author has used...because...            ...makes me have the following questions...            ...provides the reader/me...            ...makes the reader/me think of...            ...indicates...            ...tells the reader/me...            ...this word/phrase makes the reader/me feel/think...            ...makes the reader/me question...</p>			<p><b>And focus on:</b></p> <p>...gives the/me impression...            ...evokes the following questions...            ...creates a vivid image in my mind's eye...            ...conveys the following message/impression...            ...figurative language contributes to the meaning of the text by...            ...the _____ example of figurative language conveys a _____ mood...            In summation, the word choice...            To summarise, the author has...            Moreover,...            Furthermore,...</p>			


## Writing Curriculum Overview: Spring 1

<b>Quality Text &amp; Writing Outcomes</b>	<p><b>The Pearl Diver</b></p> <p><b>Poetry:</b> Renga  <b>Fiction:</b> Hybrid Cultural (Setting, Dialogue &amp; Action)  <b>Non-fiction:</b> Information</p>	
<b>Word</b>	<p><b>Build on previous learning and focus on:</b>            Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify].            Verb prefixes [for example, dis–, de–, mis–, over– and re–].</p>	
<b>Sentence</b>	<p><b>Build on previous learning and focus on:</b>            Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</p>	
<b>Text</b>	<p><b>Build on previous learning and focus on:</b>            Devices to build cohesion within a paragraph [for example, then, after that, this, firstly].            Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before].</p>	
<b>Punctuation</b>	<p><b>Build on previous learning and focus on:</b>            Brackets, dashes or commas to indicate parenthesis.            Use of commas to clarify meaning or avoid ambiguity.</p>	

## Reading Curriculum Overview

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Quality Text &amp; Interconnection</b>	Henry's Freedom Box <b>Religious &amp; Cultural Diversity, Technological Innovation, Empires &amp; Monarchy, Social Change, Environmental Impact, Displacement &amp; Invasion &amp; Individuality</b>	Where Once We Stood <b>Social Change, Environmental Impact &amp; Technological Innovation</b>	The Pearl Diver <b>Religious &amp; Cultural Diversity, Technological Innovation, Social Change, Environmental Impact &amp; Individuality</b>	The Promise <b>Religious &amp; Cultural Diversity, Social Change &amp; Environmental Impact</b>	Shield Maiden <b>Religious &amp; Cultural Diversity, Technological Innovation, Empires &amp; Monarchy, Social Change &amp; Displacement &amp; Invasion</b>	The Lost Book of Adventure <b>Environmental Impact &amp; Individuality</b>
<b>Statutory Requirements</b>	<ul style="list-style-type: none"> <li>• Develop positive attitudes to reading and understanding of what they read by:               <ul style="list-style-type: none"> <li>• Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• Reading books that are structured in different ways and reading for a range of purposes.</li> <li>• Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and tradition.</li> <li>• Recommending books that they have read to their peers, giving reasons for their choices.</li> <li>• Identifying and discussing themes and conventions in and across a wide range of writing.</li> <li>• Making comparisons within and across books.</li> <li>• Learning a wider range of poetry by heart.</li> <li>• Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Understand what they read by:               <ul style="list-style-type: none"> <li>• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</li> <li>• Asking questions to improve their understanding.</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• Predicting what might happen from details stated and implied.</li> <li>• Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</li> <li>• Identifying how language, structure and presentation contribute to meaning.</li> </ul> </li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> <li>• Distinguish between statements of fact and opinion.</li> <li>• Retrieve, record and present information from non-fiction.</li> <li>• 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> <li>• Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</li> <li>• Provide reasoned justifications for their views.</li> </ul>			
<b>Explanatory Phrases</b>	<p style="text-align: center;"><b>Build on previous vocabulary:</b></p> <p style="text-align: center;">I think...because ...makes me think... ...reminds me of... I can see... ...makes me feel... ...suggests... ...tells me... ...this word/phrase makes me feel/think... ...the effect of this word choice is... I think that the author has used...because... ...makes me have the following questions... ...provides the reader/me... ...makes the reader/me think of... ...indicates... ...tells the reader/me... ...this word/phrase makes the reader/me feel/think... ...makes the reader/me question...</p>		<p style="text-align: center;"><b>And focus on:</b></p> <p style="text-align: center;">...gives the/me impression... ...evokes the following questions... ...creates a vivid image in my mind's eye... ...conveys the following message/impression... ...figurative language contributes to the meaning of the text by... ...the _____ example of figurative language conveys a _____ mood... In summation, the word choice... To summarise, the author has... Moreover,... Furthermore,...</p>			

## Writing Curriculum Overview: Spring 2


<p><b>Quality Text &amp; Writing Outcomes</b></p>	<p style="text-align: center;"><b>The Promise</b></p> <p style="text-align: center;"><b>Poetry:</b> Free Verse (Personification &amp; Metaphor)  <b>Fiction:</b> Fable (Character, Setting &amp; Atmosphere)  <b>Non-fiction:</b> Recount (Newspaper Report)</p>	
<p style="text-align: center;"><b>Word</b></p>	<p><b>Build on previous learning and focus on:</b>          Verb prefixes re, over, dis.          The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone.</p>	
<p style="text-align: center;"><b>Sentence</b></p>	<p><b>Build on previous learning and focus on:</b>          Indicate degrees of possibility using modal verbs and adverbs.</p>	
<p style="text-align: center;"><b>Text</b></p>	<p><b>Build on previous learning and focus on:</b>          Devices to build cohesion within a paragraph [for example, then, after that, this, firstly].</p> <p>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before].</p>	
<p style="text-align: center;"><b>Punctuation</b></p>	<p><b>Build on previous learning and focus on:</b>          Brackets, dashes or commas to indicate parenthesis.</p>	



## Reading Curriculum Overview

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Quality Text &amp; Interconnection</b>	Henry's Freedom Box <b>Religious &amp; Cultural Diversity, Technological Innovation, Empires &amp; Monarchy, Social Change, Environmental Impact, Displacement &amp; Invasion &amp; Individuality</b>	Where Once We Stood <b>Social Change, Environmental Impact &amp; Technological Innovation</b>	The Pearl Diver <b>Religious &amp; Cultural Diversity, Technological Innovation, Social Change, Environmental Impact &amp; Individuality</b>	The Promise <b>Religious &amp; Cultural Diversity, Social Change &amp; Environmental Impact</b>	Shield Maiden <b>Religious &amp; Cultural Diversity, Technological Innovation, Empires &amp; Monarchy, Social Change &amp; Displacement &amp; Invasion</b>	The Lost Book of Adventure <b>Environmental Impact &amp; Individuality</b>
<b>Statutory Requirements</b>	<ul style="list-style-type: none"> <li>• Develop positive attitudes to reading and understanding of what they read by:               <ul style="list-style-type: none"> <li>• Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• Reading books that are structured in different ways and reading for a range of purposes.</li> <li>• Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and tradition.</li> <li>• Recommending books that they have read to their peers, giving reasons for their choices.</li> <li>• Identifying and discussing themes and conventions in and across a wide range of writing.</li> <li>• Making comparisons within and across books.</li> <li>• Learning a wider range of poetry by heart.</li> <li>• Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Understand what they read by:               <ul style="list-style-type: none"> <li>• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</li> <li>• Asking questions to improve their understanding.</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• Predicting what might happen from details stated and implied.</li> <li>• Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</li> <li>• Identifying how language, structure and presentation contribute to meaning.</li> </ul> </li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> <li>• Distinguish between statements of fact and opinion.</li> <li>• Retrieve, record and present information from non-fiction.</li> <li>• 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> <li>• Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</li> <li>• Provide reasoned justifications for their views.</li> </ul>			
<b>Explanatory Phrases</b>	<p style="text-align: center;"><b>Build on previous vocabulary:</b></p> <p style="text-align: center;">I think...because ...makes me think... ...reminds me of... I can see... ...makes me feel... ...suggests... ...tells me... ...this word/phrase makes me feel/think... ...the effect of this word choice is... I think that the author has used...because... ...makes me have the following questions... ...provides the reader/me... ...makes the reader/me think of... ...indicates... ...tells the reader/me... ...this word/phrase makes the reader/me feel/think... ...makes the reader/me question...</p>		<p style="text-align: center;"><b>And focus on:</b></p> <p style="text-align: center;">...gives the/me impression... ...evokes the following questions... ...creates a vivid image in my mind's eye... ...conveys the following message/impression... ...figurative language contributes to the meaning of the text by... ...the _____ example of figurative language conveys a _____ mood... In summation, the word choice... To summarise, the author has... Moreover,... Furthermore,...</p>			


## Writing Curriculum Overview: Summer 1

<p><b>Quality Text &amp; Writing Outcomes</b></p>	<p style="text-align: center;"><b>Shield Maiden</b></p> <p style="text-align: center;"><b>Poetry:</b> Narrative/Kenning (Old English)  <b>Fiction:</b> Hybrid Adventure (Character, Setting, Suspense, Dialogue &amp; Action)  <b>Non-fiction:</b> Historical Recount (Battle of Brunanburh)</p>	
<p style="text-align: center;"><b>Word</b></p>	<p><b>Build on previous learning and focus on:</b>            Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify].            Verb prefixes [for example, dis-, de-, mis-, over- and re-].</p>	
<p style="text-align: center;"><b>Sentence</b></p>	<p><b>Build on previous learning and focus on:</b>            Indicating degrees of possibility using:            - adverbs [for example, perhaps, surely]            - or modal verbs [for example, might, should, will, must].</p>	
<p style="text-align: center;"><b>Text</b></p>	<p><b>Build on previous learning and focus on:</b>            Devices to build cohesion within a paragraph [for example, then, after that, this, firstly].            Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before].</p>	
<p style="text-align: center;"><b>Punctuation</b></p>	<p><b>Build on previous learning and focus on:</b>            Brackets, dashes or commas to indicate parenthesis.            Use of commas to clarify meaning or avoid ambiguity.</p>	

## Reading Curriculum Overview

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Quality Text &amp; Interconnection</b>	Henry's Freedom Box <b>Religious &amp; Cultural Diversity, Technological Innovation, Empires &amp; Monarchy, Social Change, Environmental Impact, Displacement &amp; Invasion &amp; Individuality</b>	Where Once We Stood <b>Social Change, Environmental Impact &amp; Technological Innovation</b>	The Pearl Diver <b>Religious &amp; Cultural Diversity, Technological Innovation, Social Change, Environmental Impact &amp; Individuality</b>	The Promise <b>Religious &amp; Cultural Diversity, Social Change &amp; Environmental Impact</b>	Shield Maiden <b>Religious &amp; Cultural Diversity, Technological Innovation, Empires &amp; Monarchy, Social Change &amp; Displacement &amp; Invasion</b>	The Lost Book of Adventure <b>Environmental Impact &amp; Individuality</b>
<b>Statutory Requirements</b>	<ul style="list-style-type: none"> <li>• Develop positive attitudes to reading and understanding of what they read by:               <ul style="list-style-type: none"> <li>• Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• Reading books that are structured in different ways and reading for a range of purposes.</li> <li>• Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and tradition.</li> <li>• Recommending books that they have read to their peers, giving reasons for their choices.</li> <li>• Identifying and discussing themes and conventions in and across a wide range of writing.</li> <li>• Making comparisons within and across books.</li> <li>• Learning a wider range of poetry by heart.</li> <li>• Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Understand what they read by:               <ul style="list-style-type: none"> <li>• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</li> <li>• Asking questions to improve their understanding.</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• Predicting what might happen from details stated and implied.</li> <li>• Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</li> <li>• Identifying how language, structure and presentation contribute to meaning.</li> </ul> </li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> <li>• Distinguish between statements of fact and opinion.</li> <li>• Retrieve, record and present information from non-fiction.</li> <li>• 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> <li>• Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</li> <li>• Provide reasoned justifications for their views.</li> </ul>			
<b>Explanatory Phrases</b>	<p style="text-align: center;"><b>Build on previous vocabulary:</b></p> <p style="text-align: center;">I think...because ...makes me think... ...reminds me of... I can see... ...makes me feel... ...suggests... ...tells me... ...this word/phrase makes me feel/think... ...the effect of this word choice is... I think that the author has used...because... ...makes me have the following questions... ...provides the reader/me... ...makes the reader/me think of... ...indicates... ...tells the reader/me... ...this word/phrase makes the reader/me feel/think... ...makes the reader/me question...</p>		<p style="text-align: center;"><b>And focus on:</b></p> <p style="text-align: center;">...gives the/me impression... ...evokes the following questions... ...creates a vivid image in my mind's eye... ...conveys the following message/impression... ...figurative language contributes to the meaning of the text by... ...the _____ example of figurative language conveys a _____ mood... In summation, the word choice... To summarise, the author has... Moreover,... Furthermore,...</p>			

## Writing Curriculum Overview: Summer 2

<p><b>Quality Text &amp; Writing Outcomes</b></p>	<p style="text-align: center;"><b>The Lost Book of Adventure</b></p> <p style="text-align: center;"><b>Poetry:</b> Haiku  <b>Fiction:</b> Adventure (Suspense &amp; Action)  <b>Non-fiction:</b> Explanation</p>	
<p style="text-align: center;"><b>Word</b></p>	<p><b>Build on previous learning and focus on:</b>          Use a thesaurus with confidence.          Verb prefixes mis, over and de.          Transforming nouns and adjectives into verbs.</p>	
<p style="text-align: center;"><b>Sentence</b></p>	<p><b>Build on previous learning and focus on:</b>          Indicate degrees of possibility using adverbs.          Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form.</p>	
<p style="text-align: center;"><b>Text</b></p>	<p><b>Build on previous learning and focus on:</b>          Devices to build cohesion within a paragraph [for example, then, after that, this, firstly].          Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before].</p>	
<p style="text-align: center;"><b>Punctuation</b></p>	<p><b>Build on previous learning and focus on:</b>          Semi-colons to mark boundaries between independent clauses of equal weighting.          Use hyphens to avoid ambiguity.          Brackets, dashes or commas to indicate parenthesis.          Use of commas to clarify meaning or avoid ambiguity.</p>	