

## Autumn Term One

<b>Genre</b> Description Poetry <b>Name of Texts</b> character description examples <b>Class Reader</b> Wild Boy (Rob Jones)		<b>Teaching and Learning</b> By the end of this unit, children will have written a character description using show-not-tell, relative clauses, similes, and metaphors. By the end of this unit, children will have written a poem, using onomatopoeia, personification, similes, and metaphors.				
Curriculum Links:	Ongoing	Reading Focus	Writing Focus	Active English	Active Spelling	Word of the day
Narrative Description Poetry  Class Reader: Wild Boy  Curriculum Links: History – Victorians.	Develop consistency and accuracy with sufficient speed of activities. Active spelling – homophones, prefixes and suffixes. Handwriting – Using pen and joining handwriting in all writing activities.	<ul style="list-style-type: none"> <li>- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</li> <li>- Identifying and discussing themes and conventions in and across a wide range of writing</li> <li>- Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</li> <li>- Identifying how language, structure and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying the audience for and purpose of the writing.</li> <li>- Select appropriate vocabulary (words chosen and used for effect)</li> <li>- Proof-read and edit own work and that of peers for secretarial errors and content.</li> <li>- Form a series of paragraphs which demonstrate in paragraph cohesion between sentences.</li> <li>- Use a thesaurus to find synonyms to improve vocabulary choices.</li> <li>- Identify and use relative clauses, understanding that they are a form of subordinate clause.</li> <li>- Understand how to use main and subordinate clauses to</li> </ul>	<b>Grammatical Terminology:</b> Relative pronoun Relative clause Synonyms Antonyms Similes Metaphors Personification	<ul style="list-style-type: none"> <li>- To spell many of the words on the Y3 and Y4 word list.</li> <li>- To spell words with the suffixes 'able', 'ible'.</li> <li>- To spell words with the prefixes 'mis'</li> <li>- To practise spelling Year 5/6 words and begin to spell them accurately.</li> <li>- To use the first 3 or 4 letters of a word to check spelling, meaning or both</li> </ul>	advantage disadvantage conclusive controversy development purpose outline commonly equally analyse distinguish emphasises indicated refers reinforces
<b>Oracy:</b> <ul style="list-style-type: none"> <li>- To discuss linguistic terms, including those to describe grammar, so that they can discuss</li> </ul>						

<p>their writing and reading</p>		<p><b>Reading Explorers:</b>  Tommy's Little Battle Part 1  Hi Max  Volcanoes  Wolf Man  Taekwondo</p>	<p>form a simple, compound and complex sentence</p> <ul style="list-style-type: none"> <li>- Use relative clauses beginning with: who, which, where, when, whose, that</li> <li>- Use prepositions to add information to expanded noun phrases</li> <li>- Use commas to clarify meaning or avoid ambiguity in writing</li> <li>- In narratives, describing settings, characters</li> </ul>		<p>of these in a dictionary.</p>	<p>resulted</p>
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