

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Other Events/ TRIPS/VISITORS	N/A	N/A	N/A	N/A	N/A	N/A
English	<p>Non-Chronological Report</p> <p>Independently use a thesaurus to choose suitable vocabulary and edit own writing</p> <p>Consistently use new paragraphs to signal changes of time, place, topic or speaker</p> <p>Consistently write complex sentences, using commas when appropriate Because it was raining, I took my umbrella.</p> <p>Work with a partner to assess the effectiveness of their own and others' writing, making improvements as a consequence</p> <p>Consistently correct use of speech punctuation including inverted commas and punctuation such as commas to separate reporting clauses from speech The monster exclaimed, "Get out!"</p> <p>Independently use a dictionary to check spellings</p>	<p>Non-Chronological Report</p> <p>Independently use a thesaurus to choose suitable vocabulary and edit own writing</p> <p>Consistently use new paragraphs to signal changes of time, place, topic or speaker</p> <p>Consistently write complex sentences, using commas when appropriate Because it was raining, I took my umbrella.</p> <p>Work with a partner to assess the effectiveness of their own and others' writing, making improvements as a consequence</p> <p>Consistently correct use of speech punctuation including inverted commas and punctuation such as commas to separate reporting clauses from speech The monster exclaimed, "Get out!"</p> <p>Independently use a dictionary to check spellings</p>	<p>Non-Chronological Report</p> <p>Independently use a thesaurus to choose suitable vocabulary and edit own writing</p> <p>Consistently use new paragraphs to signal changes of time, place, topic or speaker</p> <p>Consistently write complex sentences, using commas when appropriate Because it was raining, I took my umbrella.</p> <p>Work with a partner to assess the effectiveness of their own and others' writing, making improvements as a consequence</p> <p>Consistently correct use of speech punctuation including inverted commas and punctuation such as commas to separate reporting clauses from speech The monster exclaimed, "Get out!"</p> <p>Independently use a dictionary to check spellings</p>	<p>Narrative (Lost Happy Beginnings based on Lost Happy Endings)</p> <ul style="list-style-type: none"> Listen to and discuss a range of fiction which they might not choose to read themselves. Check that the book makes sense to them and demonstrating understanding e.g. through discussion, use of reading journals. Explore meaning of words in context. 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. Explain and discuss their understanding of what they have read, including through formal presentations maintaining a focus on the topic and using notes where necessary. Prepare formal presentations individually or in groups. Use notes to support presentation of information. Create and punctuate complex sentences using -ing openers. Select the appropriate language and structures. Use similar writing models. Think how authors develop characters and settings in books. Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. 	<p>Narrative (Lost Happy Beginnings based on Lost Happy Endings)</p> <ul style="list-style-type: none"> Listen to and discuss a range of fiction which they might not choose to read themselves. Check that the book makes sense to them and demonstrating understanding e.g. through discussion, use of reading journals. Explore meaning of words in context. 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. Explain and discuss their understanding of what they have read, including through formal presentations maintaining a focus on the topic and using notes where necessary. Prepare formal presentations individually or in groups. Use notes to support presentation of information. Create and punctuate complex sentences using -ing openers. 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Reading	<p>1) Read poetry, non-fiction and age-appropriate books with accuracy and at a reasonable speaking pace</p> <p>2) Read outside of school for pleasure or information</p> <p>3) Read aloud with appropriate intonation to show understanding</p> <p>4) Summarise and present a familiar story in their own words</p> <p>6) Infer meanings of unfamiliar words and discuss what they have read</p> <p>7) Read most words effortlessly</p> <p>8) Automatically work out how to pronounce unfamiliar words</p> <p>9) Demonstrate an understanding of the meanings of some words from the Year 5 and 6 spelling rules and spelling list</p>	<p>1) Read poetry, non-fiction and age-appropriate books with accuracy and at a reasonable speaking pace</p> <p>2) Read outside of school for pleasure or information</p> <p>3) Read aloud with appropriate intonation to show understanding</p> <p>4) Summarise and present a familiar story in their own words</p> <p>6) Infer meanings of unfamiliar words and discuss what they have read</p> <p>7) Read most words effortlessly</p> <p>8) Automatically work out how to pronounce unfamiliar words</p> <p>9) Demonstrate an understanding of the meanings of some words from the Year 5 and 6 spelling rules and spelling list</p>	<p>1) Read poetry, non-fiction and age-appropriate books with accuracy and at a reasonable speaking pace</p> <p>2) Read outside of school for pleasure or information</p> <p>3) Read aloud with appropriate intonation to show understanding</p> <p>4) Summarise and present a familiar story in their own words</p> <p>6) Infer meanings of unfamiliar words and discuss what they have read</p> <p>7) Read most words effortlessly</p> <p>8) Automatically work out how to pronounce unfamiliar words</p> <p>9) Demonstrate an understanding of the meanings of some words from the Year 5 and 6 spelling rules and spelling list</p>	<p>1) Read poetry, non-fiction and age-appropriate books with accuracy and at a reasonable speaking pace</p> <p>2) Read outside of school for pleasure or information</p> <p>3) Read aloud with appropriate intonation to show understanding</p> <p>4) Summarise and present a familiar story in their own words</p> <p>6) Infer meanings of unfamiliar words and discuss what they have read</p> <p>7) Read most words effortlessly</p> <p>8) Automatically work out how to pronounce unfamiliar words</p> <p>9) Demonstrate an understanding of the meanings of some words from the Year 5 and 6 spelling rules and spelling list</p>	<p>1) Read poetry, non-fiction and age-appropriate books with accuracy and at a reasonable speaking pace</p> <p>2) Read outside of school for pleasure or information</p> <p>3) Read aloud with appropriate intonation to show understanding</p> <p>4) Summarise and present a familiar story in their own words</p> <p>6) Infer meanings of unfamiliar words and discuss what they have read</p> <p>7) Read most words effortlessly</p> <p>8) Automatically work out how to pronounce unfamiliar words</p> <p>9) Demonstrate an understanding of the meanings of some words from the Year 5 and 6 spelling rules and spelling list</p>	<p>1) Read poetry, non-fiction and age-appropriate books with accuracy and at a reasonable speaking pace</p> <p>2) Read outside of school for pleasure or information</p> <p>3) Read aloud with appropriate intonation to show understanding</p> <p>4) Summarise and present a familiar story in their own words</p> <p>6) Infer meanings of unfamiliar words and discuss what they have read</p> <p>7) Read most words effortlessly</p> <p>8) Automatically work out how to pronounce unfamiliar words</p> <p>9) Demonstrate an understanding of the meanings of some words from the Year 5 and 6 spelling rules and spelling list</p>

