

Autumn Term Two

<p>Genre: Persuasion: Formal letters Persuasive posters</p> <p>Name of Texts Class Reader: The Beast and the Bethany</p>	<p>Teaching and Learning By the end of the unit, children will have written a persuasive poster/presentation, a formal persuasive letter to Stamford Town Council, a persuasive letter to Mrs Fleming/Head of School</p>					
Curriculum Links:	Ongoing	Reading Focus	Writing Focus	Active English	Spelling	Tier 2 Words
<p>Geography – location of Stamford, features of town, current affairs (climate change, pollution)</p> <p>History – Stamford Town Heritage, History of the Meadows</p> <p>Oracy: To discuss linguistic terms, including those to describe grammar, so that they can discuss their writing and reading</p> <p>Perform own</p>	<p>Spelling- continue to distinguish between homophones and other words which are often confused</p> <p>Handwriting – Using pen and joining handwriting in all writing activities. Develop consistency and accuracy with sufficient speed of handwriting.</p>	<ul style="list-style-type: none"> - To read further exception words, noting the unusual correspondences between spelling and sound - To read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are. - To use meaning-seeking strategies to explore the meaning of words in context. - To identify and comment on a writer's use of language for effect. for example, precisely chosen adjectives, similes - To identify grammatical features used by the writer (rhetorical questions, varied sentence lengths, varied sentence starters, empty words) to impact on the reader. - To summarise the main ideas drawn from a text. - To express a personal point of view about a text, giving reasons. - To present the author's viewpoint - I know the difference between fact and opinion. - To explain a personal point of view and give reasons. 	<ul style="list-style-type: none"> - Note and develop initial ideas, drawing on reading and research - Identifying the audience for and purpose of the writing - Select appropriate grammar and vocabulary - Create cohesion between paragraphs through the use of pronouns, fronted adverbials and adverbs - Use organisational and presentational devices to structure text and to guide the reader - Proof read and edit own work and that of peers for secretarial errors and content - Use a thesaurus to find synonyms to improve vocabulary choices - Ensure correct subject and verb agreement - Understand how to use subordinate clauses in complex sentences - Indicate degrees of possibility using modal verbs - Accurate use of tense - Using commas to clarify and avoid ambiguity - To use brackets or dashes to indicate parenthesis 	<ul style="list-style-type: none"> - Adverbials and sentence openers - Synonyms/antonyms - Verbs - Modal verbs - Complex sentences + subordinate clauses 	<p>Silent letters</p> <p>Words with the /i:/ sound spelt ei after c and other consonants</p> <p>Exceptions to the i before e rule except after c</p> <p>Words containing the letter string ough</p>	<p>advantage</p> <p>disadvantage</p> <p>conclusive</p> <p>controversy</p> <p>development</p> <p>purpose</p> <p>outline</p> <p>commonly</p> <p>equally</p> <p>analyse</p> <p>distinguish</p> <p>emphasises</p> <p>indicated</p> <p>refers</p> <p>reinforces</p>

compositions, using appropriate intonation, volume and movement so that meaning is clear		Reading Explorers: Wolf Man Houdini Does it Again Enjoy the Ride Murder at the Manor Cragworth Cottage				resulted
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