

Autumn Term One						
Genre Description Poetry Name of Texts character description examples Class Reader Wild Boy (Rob Jones)		Teaching and Learning 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.	Active spelling – homophones, prefixes and suffixes. Handwriting – Using pen and joining handwriting in all writing activities. Develop consistency and accuracy with sufficient speed of	- 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 - Identifying and discussing themes and conventions in and across a wide range of writing - Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas - Identifying how language, structure and presentation contribute to meaning	- Identifying the audience for and purpose of the writing. - Select appropriate vocabulary (words chosen and used for effect) - Proof-read and edit own work and that of peers for secretarial errors and content. - Form a series of paragraphs which demonstrate in paragraph cohesion between sentences. - Use a thesaurus to find synonyms to improve vocabulary choices. - Identify and use relative clauses, understanding that they are a form of subordinate clause. - Understand how to use main and subordinate clauses to	Grammatical Terminology: Relative pronoun Relative clause Synonyms Antonyms Similes Metaphors Personification	- To spell many of the words on the Y3 and Y4 word list. - To spell words with the suffixes 'able', 'ible'. - To spell words with the prefixes 'mis' - To practise spelling Year 5/6 words and begin to spell them accurately. - To use the first 3 or 4 letters of a word to check spelling, meaning or both	advantage disadvantage conclusive controversy development purpose outline commonly equally analyse distinguish emphasises indicated refers reinforces
Oracy: - To discuss linguistic terms, including those to describe grammar, so that they can discuss						

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