

Phase 2, Term 1 and 2

<u>Genres</u>	Historical fiction set during WW2 Stories with flashbacks Persuading and informing-reports and recounts	
<u>Fiction texts</u>	Goodnight Mr Tom by Michelle Magorian Friend and Foe by Michael Morpurgo The Piano by Aidan Gibbons The Lion and the Unicorn by Shirley Hughes	
<u>Non-fiction texts</u>	World War II Eyewitness Archived newspaper reports and recounts. My Uncle's Dunkirk by Mick Manning and Brita Granstrom	
<u>Poetry</u>	A range of poems reflecting experiences of living through war Imagery within poetry	
<u>General areas studied</u>	<p>Story openings and devices to 'hook' the reader in. Extend and improve simple sentences. Devices to create and build tension and suspense. Write in the style of chosen author. Improve range and variety of sentence openings. Improve range of connectives to give fluency and cohesion to the whole text.</p>	<u>Opportunities for speaking and listening</u> Role play and drama activities around theme of evacuation Formal presentation to whole class about their interests
<u>Spelling</u>	<p><u>Year 5</u> Revise spellings from previous years. Assess against POS for Years 3 and 4 to ascertain starting point. Words ending with –cious or –tious. Words ending with –cial or-tial. Words ending in –ant, ence, ency, ence. Words with letters which are not sounded, eg knight. Polysyllabic words, including those with unstressed syllables, such as solitary and government Revision of the 'er', and 'or' phoneme. Prefixes which are used to change the meaning of a word</p> <p><u>Year 6</u> Word roots and addition of suffixes, such as –ible/able, ably, ibly -cious/tious, -cial, tial, -ion</p>	

	<p>Spelling change when an adjective is changed to an adverb, eg angry/angrily. Harder words with 'silent letters', such as knowledge, guitar, 'que' as in cheque, picturesque Further work on prefixes which are used to change the meaning of a word.</p>
<p><u>Punctuation and Grammar</u></p>	<p><u>Year 5</u> Revision of commas in lists and to mark off clauses in complex sentences. Regularly investigate main clauses and subordinate clauses in sentences. Become familiar with the term parenthesis for an embedded clause and become familiar with different ways to punctuate them. Use connectives more effectively to link sentences and paragraphs to improve fluency and cohesion. Improve skills in organisation of logical paragraphs. Use a colon before a list (eg of ingredients). Use the term 'imperative verb' when reading and writing instructions. Understand terms such as table, bullet point, sub-heading when referring to texts. Consider how prefixes are added to verbs to change meaning, eg dis, mis, re, de, Revision of main word classes, nouns, verbs, adverbs and adjectives. Identify words correctly and use correctly when a word belongs to more than one class, eg fly as a noun and as a verb. Convert nouns or adjectives into verbs using suffixes, eg ate, ise, ify.</p> <p><u>Year 6</u> Improve range of connectives to give writing fluency and cohesion, eg using adverbials such as 'on the other hand; as a consequence' Ensure correct identification of main clause and subordinate clause and punctuate correctly. Recognise a parenthesis within a sentence (embedded clause) and know how to punctuate correctly, with commas, dashes or brackets. Develop confidence to recognise and use adverbials to link ideas across sentences and paragraphs. Use a semi-colon to mark and separate two sentences that are closely linked in context. Also show that a semi-colon can be used to divide long items in a list. Revise use of colon before a list. Introduce colon indicating a reveal. Introduce a colon before speech. Adverbs-their function in sentences and experiment with changing their positions within sentences. Identify the term 'imperative verb'. Identify nouns- pronouns, proper nouns, common, collective and abstract. Explore how prefixes are added to verbs to change their meaning.</p>