



		Year 5 12 lessons per fortnight			
	Wk	Topic	Learning Content	Assessment	
Autumn	1	Beetle Boy by M G Leonard	Retrieve, record and present information from non-fiction.		
	2		Summarise the main ideas drawn from more than one paragraph.		
	3		Articulate and justify answers, arguments and opinions.		
	4			Baseline GL Assessment	
	5				
	6			<i>Key vocabulary:</i> convert, vault, entomology, specimen, grimace, inexhaustible, haul, penchant, adverbs of time/place, relative clause, relative pronoun, modal verb, prefix, suffix	
	7				
	8				
	9				
	10				
	11				
	12				SPAG and Reading test 1 Extended writing assessed over the term
	13				
	14				
	15				
Spring	1	Myths and Legends	Make comparisons with and across books. Ensure the consistent and correct use of tense throughout a piece of writing. Ask relevant questions to extend their understanding and knowledge.		
	2				
	3				
	4			<i>Key vocabulary:</i> Pronoun, preposition, homophones, etymology, morphology, legendary, lure, nefarious, saviour, soothsayer	
	5				
	6				
	7				
	8	Narrative from our Literary Heritage: <i>Swallows & Amazons</i> by Ransome; poetry by Wordsworth	Learn a wider range of poetry by heart. Note and develop initial ideas, drawing on reading and research where necessary. Participate in performances and role play.		
	9				
	10				
	11			SPAG and Reading test 2 Extended writing assessed over the term	
	12				
Summer	1	Narrative from our Literary Heritage: <i>The Wolves of Willoughby Chase</i> by Joan Aiken	Identify and discuss themes and conventions in and across a wide range of writing. Make comparisons within and across books. Perform their own compositions, using appropriate into-nation, volume, and movement so that meaning is clear.		
	2				
	3				
	4				
	5			<i>Key vocabulary:</i> inevitable, meddle, insolent, victuals, inducement, degradation, myriads, indignation, discern, squalid, vociferous, interpose	
	6				
	7	A Midsummer Night's Dream by William Shakespeare	Identify how language, structure and presentation contribute to meaning. Précis longer passages. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.		
	8			End of Year GL Assessments	
	9				
	10				
	11			<i>Key vocabulary:</i> 'perfect form' of verbs, thesaurus, blameful, shrewishness, crannied, premeditate, uncouple, fancy-free, imbrue, perjure	
	12				

		Year 6 12 lessons per fortnight		
	Topic	Learning Content	Assessment	
	Oral Storytelling: The Story Spinner	Identify and discuss themes and conventions in and across a wide range of writing. Use organisational and presentational devices to structure text and to guide the reader. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. <i>Key vocabulary:</i> bullet points, consistency, passive voice, active voice, oracy, orator, fluency, lupus, inquest, copse	Practice SAT papers. Extended writing assessed over the term	
	The Daydreamer by Ian McEwan	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 and debates, maintaining a focus on the topic and using notes where necessary. <i>Key vocabulary:</i> preface, covenant, edition, oblivion, entrusted, neglecting, stench, googolplex, squabble, wrenched, pitted, hank		
	Classic and contemporary poetry	Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. Plan, draft, re-draft/edit a range of extended written pieces. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. <i>Key vocabulary:</i> memoir, reminisce, reminiscent, evoke, evocative, emotive, chronology, excerpt, to document, anthology	Practice SAT papers. Extended writing assessed over the term	
	Flexi-time/ SAT Revision	Discuss and evaluate how authors use language and consider the intended impact on the reader. Assess the effectiveness of their own and others' writing. Gain, maintain and monitor the interest of the listener. <i>Key vocabulary:</i> Infer, deduce, summarise, synonym, antonym, homonym, cohesion, clarity, to define, register	Practice SAT papers. Extended writing assessed over the term	
	The Jungle Book by Rudyard Kipling	Explain and discuss their understanding of what they have read, including through formal presentations and debates. Select and use appropriate registers for effective communication. <i>Key vocabulary:</i> ornate, restraint, waif, seldom, integrated, unparalleled, humble, crude, mannequin, flail, semi-colon, colon, dash, hyphen, subjunctive, abominable, bade, carrion, fastidious, furrows, jowl, penitent	SAT Week	
			End of Year GL Assessments	