**YEAR 5 AND YEAR 6 LITERACY NATIONAL CURRICULUM OBJECTIVES**

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| **Week 1** | **RECOUNTS: NEWSPAPER REPORTS** |
| **Reading and Writing**  |
| **YEAR 5/6****National curriculum objectives** | **Reading**Pupils should be taught to:* apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet

Pupils should be maintain positive attitudes to reading and an understanding of what they read by:* continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
* preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

**Writing** Pupils should be taught to plan their writing:* noting and developing initial ideas, drawing on reading and research where necessary

Pupils should be taught to draft and write by:* selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

using further organisational and presentational devices to structure text and to guide the reader **Spoken Language*** Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
* Participate in discussions, presentations, performances, roleplay/improvisations and debates
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| **Punctuation/Language** | **Grammar** |
| Use commas to clarify meaning or avoid ambiguity in writing | Use passive verbs to affect the presentation of information in a sentence |

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| **Week 2** | **POETRY: LOVE** |
| **Reading and Writing**  |
| **YEAR 5/6****National curriculum objectives** | **Reading**Pupils should be taught to:* apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet
* read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
* discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

**Writing**Pupils should be taught to:Plan their writing by:* noting and developing initial ideas, drawing on reading and research where necessary
* identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

Draft and write by:* selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

Evaluate and edit by:* assessing the effectiveness of their own and others’ writing
* proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

**Spoken Language*** Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
* Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
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| **Punctuation/Language** | **Grammar** |
| Similes and Metaphors | Verbs and Adjectives |

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| **Week 3** | **INTERNAL MONOLOGUE** |
| **Reading and Writing**  |
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* preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Pupils should be taught to:* apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet
* discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

**Writing**Pupils should be taught to plan their writing:* noting and developing initial ideas, drawing on reading and research where necessary
* in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
* by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
* selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
* proofread for spelling and punctuation errors
* use dictionaries to check the spelling and meaning of words
* assess the effectiveness of their own and others’ writing

**Spoken Language*** Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
* Participate in discussions, presentations, performances, roleplay/improvisations and debates
* Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
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| **Punctuation/Language** | **Grammar** |
| Using and applying a range of punctuation in a passage | Identifying the present perfect and past perfect form of verbs |

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| **Week 4** | **DEBATE: SHOULD YOU OBEY YOUR PARENTS ?** |
| **Reading and Writing**  |
| **YEAR 5/6****National curriculum objectives** | **Reading**Pupils should maintain positive attitudes to reading and an understanding of what they read by:* continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
* increasing their familiarity with a wide range of books

Pupils should understand what they have read by:* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
* drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence
* identifying how language, structure and presentation contribute to meaning

Pupils should be taught to:* 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
* provide reasoned justifications for their views

**Writing**Pupils should be taught to plan their writing:* by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
* noting and developing initial ideas, drawing on reading and research where necessary

Pupils should be taught to draft and write by:* selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
* using a wide range of devices to build cohesion within and across paragraphs
* using further organisational and presentational devices to structure text and to guide the reader

**Spoken Language*** articulate and justify answers, arguments and opinions
* participate in discussions, presentations, performances, roleplay/improvisations and debates
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| **Punctuation/Language** | **Grammar** |
| Possessive apostrophes  | Modal verbs  |

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| **Week 5** | **PERSUASTION: LETTER WRITING IN ROLE** |
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* increasing their familiarity with a wide range of books

Pupils should understand what they have read by:* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
* drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence identifying how language, structure and presentation contribute to meaning

Pupils should be taught to:* 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

**Writing**Plan their writing by:* noting and developing initial ideas, drawing on reading and research where necessary
* by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

**Pupils should be taught to draft and write by:*** selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
* using a wide range of devices to build cohesion within and across paragraphs

**Pupils should be taught to evaluate and edit by:*** assessing the effectiveness of their own and others’ writing
* proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

**Spoken Language*** articulate and justify answers, arguments and opinions
* participate in discussions, presentations, performances, roleplay/improvisations and debates
 |
| **Punctuation/Language** | **Grammar** |
| Rhetorical questions and Question Marks | Subordinating conjunctions |