

| Year 5                                                                | Summer Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |        |        |        |        |        |
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|                                                                       | Week 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| <b>English</b><br><br><b>Mission 5</b><br><br><b>Theme Park Theft</b> | <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• apply 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</li> <li>• give greater attention to new vocabulary – both a word’s meaning(s) and its correct pronunciation</li> <li>• maintain positive attitudes to reading and understanding of what they read</li> <li>• discuss and evaluate authors’ use language, including figurative language, considering the impact on the reader</li> <li>• distinguish between statements of fact and opinion</li> <li>• retrieve, record and present information from non-fiction</li> <li>• 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</li> <li>• apply the skills of information retrieval, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information (for example, reading information leaflets before a gallery or museum visit)</li> <li>• provide reasoned justifications for their views</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• write: <ul style="list-style-type: none"> <li>• an engaging information leaflet: using inference to develop understanding (of character) exploring more sophisticated features of non-chronological reports: labels, maps with keys</li> <li>• a clear set of instructions: using headings, sub-headings and numbers to sequence ideas</li> <li>• a formal letter of persuasion: using more sophisticated persuasive features: countering objections with answers, flattery</li> </ul> </li> <li>• plan, draft, evaluate and edit writing</li> <li>• proof-read for spelling and punctuation errors</li> <li>• use correlative conjunctions: either... or, both...</li> <li>• use subject-verb agreement and correct verb tenses</li> <li>• use modal verbs (can, might, should, will, must) to indicate degrees of possibility</li> <li>• use adverbials (including fronted adverbials) to structure an argument and provide cohesion (however, furthermore, nevertheless, in contrast, on the other hand)</li> <li>• ensuring subject-verb agreement and correct verb tenses using brackets, dashes and commas for parenthesis</li> <li>• use further prefixes and suffixes and understand the guidance for adding them</li> <li>• spell some words with ‘silent’ letters (for example, knight, psalm, solemn)</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• use a thesaurus to identify synonyms and antonyms for words</li> <li>• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul> <p><b>Revisit:</b></p> <ul style="list-style-type: none"> <li>• understanding and using features of non-chronological reports: paragraphs, headings, subheadings, bullet points, bold text</li> <li>• using onomatopoeia, similes and metaphors to create vivid descriptions. -Using imperative verbs, adverbs and adjectives to create more detailed instructions</li> <li>• using fronted adverbials to structure writing</li> <li>• linking and relating events across time and linking ideas across paragraphs using adverbs/adverbials of time</li> <li>• using comparatives, superlatives, personal pronouns and dare-to-disagree statements to persuade</li> <li>• using personal and possessive pronouns to link within and between sentences and avoid repetition (noun-pronoun agreement)</li> </ul> |        |        |        |        |        |