



**SUBJECT: English (Britain Since 1930 – the War Years) Class Novel - Carrie’s War by Nina Bawden**  
**YEAR GROUP: 5/6** **Year in Cycle : Cycle 1**

NATIONAL CURRICULUM	ADDITIONAL SCHOOL CURRICULUM
<p><b>Reading – word reading</b>                      Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <u>English Appendix 1</u>, both to read aloud and to understand the meaning of new words that they meet.</li> </ul> <p><b>Reading – comprehension</b>                      Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ maintain positive attitudes to reading and understanding of what they read by:                             <ul style="list-style-type: none"> <li>▪ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li><input type="checkbox"/> recommending books that they have read to their peers, giving reasons for their choices</li> <li><input type="checkbox"/> identifying and discussing themes and conventions in and across a wide range of writing</li> <li><input type="checkbox"/> understand what they read by:                                     <ul style="list-style-type: none"> <li><input type="checkbox"/> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li><input type="checkbox"/> asking questions to improve their understanding</li> <li><input type="checkbox"/> drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li><input type="checkbox"/> predicting what might happen from details stated and implied</li> </ul> </li> </ul> </li> <li>▪ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader                             <ul style="list-style-type: none"> <li>▪ distinguish between statements of fact and opinion</li> <li>▪ retrieve, record and present information from non-fiction</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Class reader ‘Carrie’s War’</li> </ul>

### **Spelling (see English Appendix 1)**

Pupils should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

### **Writing – composition**

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
  - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
  - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
  - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
  - précising longer passages
  - 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 [for example, headings, bullet points, underlining]
- 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

- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors

**Writing – vocabulary, grammar and punctuation**

- develop their understanding of the concepts set out in Appendix 2 by:
- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
  
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learning the grammar for years 5 and 6 in English Appendix 2
  
- indicate grammatical and other features by:
- using commas to clarify meaning or avoid ambiguity in writing
- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list

**ENTERPRISE**

Looking at peaceful solutions to prevent war – children’s parliament set up.

**SOCIAL, SPIRITUAL, MORAL & CULTURAL**

Role Play opportunities throughout and discussion. Extracting and discussing life experiences/morals from the text.

**SCHOOL DRIVERS**