



	NATIONAL CURRICULUM	ADDITIONAL SCHOOL CURRICULUM
	<p>Reading – word reading Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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. <p>Reading – comprehension Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> ▪ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks □ recommending books that they have read to their peers, giving reasons for their choices □ identifying and discussing themes and conventions in and across a wide range of writing □ understand what they read by: <ul style="list-style-type: none"> □ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context □ asking questions to improve their understanding □ drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence □ predicting what might happen from details stated and implied discuss and evaluate how authors use language, including figurative language, considering the impact on the reader <ul style="list-style-type: none"> ▪ distinguish between statements of fact and opinion ▪ retrieve, record and present information from non-fiction <p>Spelling (see <u>English Appendix 1</u>) Pupils should be taught to:</p>	<p>Class study of a modern fiction novel: Kensuke’s Kingdom by Michael Morpurgo – to include character studies, prediction, inference and deduction, role play and associated writing activities linked to the text</p>

- 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 Append 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

- Introduce and recap on Alan Peat’s sentence types and corresponding punctuation
- Reinforce these with quiz quiz trade cards to explain and identify punctuation and sentence structure
- Weekly coverage of grammar and punctuation in Literacy Time carousel

ENTERPRISE

- Children take responsibility for displays and presentation of own work in Creative Literacy Books
- Children have opportunity to lead assemblies
- Fruit to suit – marketing and promoting/persuading
- Summer fair enterprise stall

SOCIAL, SPIRITUAL, MORAL & CULTURAL

- PSHE – circle time – weekly (see planning)
- Collaborative work – daily
- Assemblies led by children on – poverty, bullying, racism,
- Empathy with all characters – various
- Finding solutions and problem solving
- Anti-homophobia day

SCHOOL DRIVERS