

### The Canal by Pie Corbett

### The Man Who Walked The Towers by Mordicai Gerstein



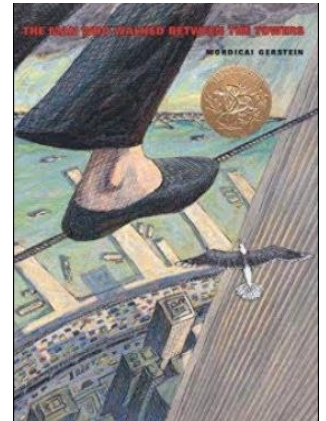
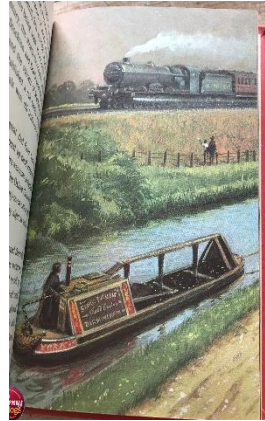
#### Reading for Writing

##### Fiction: The Canal

Focus on setting description  
 Discuss dangers of a canal.  
 Empathise with the characters.  
 Decide on key elements (toolkit) from the story.  
 Write own version before editing it.

##### Non -Fiction: Biography Phillipe Petit

Focus on structure and language  
**Link to Science (Forces)**  
 Research facts and key dates.  
 Decide on key elements (toolkit) from the text.  
 Write own version before editing it.



#### Spellings

Review of Year 4 prefixes and suffixes

**Hyperlink Examples:** [Year 4 Revision](#)

Words from Year 3/4 word list:

**Hyperlink Example:** [Year 3/4 word list](#)

Words containing the letter string ough

**Examples:** *thought, enough, cough, through, thorough, plough*

Homophones and near homophones

**Examples:** *advise, advice, license, licence, practice, practise*

#### Grammar and Golden Sentences

Use of a range of conjunctions: *because, when, if, after, before, despite, even though, although, as well as.*

Use of subordinate sentences and cheeky sentences within multi-clause sentences.

**Example:** *The fox ran through the street even though there were people about. When it went dark, the fox ran down the street.*

To know the difference between direct and reported speech.

**Examples:** *She said, "I am going." She said she was going.*

Use: prepositions and *prepositional phrases.* **Examples:** *under, by, next to, whilst on the bus, Later in the day*

Use of different cohesive devices within and across paragraphs

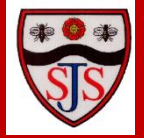
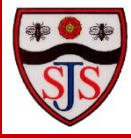
**Examples:** *Within: In addition, Also, Furthermore, Across: Later in the day, To summarise, Linked to the previous paragraph*

Revise the use of determiners and articles.

**Examples:** *He ran down the road as quickly as he could down because of a problem and an argument.*

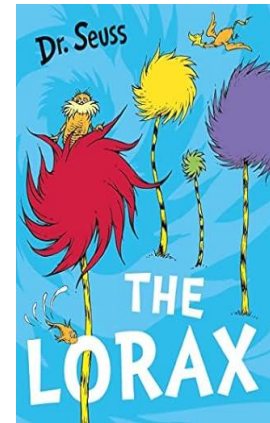
Revise and extend work on verbs focusing on:

**Modal Verbs:** *could, should, might, must* - **Conditional Verbs,** *if he hits the ball, it will fly into the sky.* **Imperative Verbs** – *bake the bread, stand up.*



### The Lorax

by Dr. Suess



#### Reading for Writing

##### Fiction: The Lorax

Focus on the environment and caring for the planet.  
 Learn story through role play and drama.  
 Focus on setting description and vocabulary.  
 Decide on key elements (toolkit) from the story.  
 Write own version before editing it.

##### Non -Fiction: Historical Recount TV or Radio report

Focus on structure and retelling events.

##### Link to History (Anglo Saxons)

Focus on speaking and listening.  
 Re – tell using TV/Radio report on green screen.  
 Write own version before editing it.

#### Spellings

Words from Year 5/6 word list:

**Hyperlink Example:** [Year 5/6 word list](#)

Words ending in ious

**Examples:** *gracious, spacious, malicious, suspicious, cautious, infectious*

Shl sound as cial or tial

**Examples:** *official, special, artificial, beneficial, substantial, confidential, essential*



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**Example:** *The fox ran through the street even though there were people about. When it went dark, the fox ran down the street.*

Know the difference between direct and reported speech.

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Use of different cohesive devices within and across paragraphs

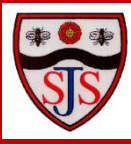
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# Alien Landing

by Pie Corbett



## Reading for Writing

### Fiction: Alien Landing

Focus on mystery / close encounter tale.  
 Use black pebble for discussion.  
 Focus on characters emotions / feelings.  
 Decide on key elements (toolkit) from the story.  
 Write own version before editing it.

### Non-Fiction: Information Text – Amazon Rainforest

Focus on structure and language  
[Link to Geography](#)  
 Research facts  
 Decide on key elements (toolkit) from the text.  
 Write own version before editing it



## Spellings

Review of words from Autumn Term.

Words from Year 5/6 word list:

**Hyperlink Example:** [Year 5/6 word list](#)

Words ending in able and ible

**Examples:** *considerable, adorable, reliable, comfortable, impossible, terrible, sensible*

Words ending in ably ibly

**Examples:** *uncomfortably, terribly, adorably, considerably, sensibly*



## Grammar and Golden Sentences

Use of a range of conjunctions: *because, when, if, after, before, despite, even though, although, as well as.*

Use of subordinate sentences and cheeky sentences within multi-clause sentences.

**Example:** *The fox ran through the street even though there were people about.*

**When it went dark,** *the fox ran down the street.*

Revise and consolidate the use of Basic English conventions:

Noun-verb agreements - **Example:** *The book was open. The balls were kicked at the same time.*

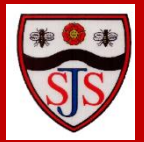
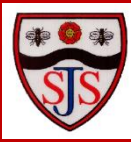
Tense-verb agreements – **Example** – *Sally rides her bike. Sally and John ride their bikes.*

Use of punctuation within a sentence for clarity especially, commas, semi-colons and colons.

**Example:** *During the night, ... , It was hot; James couldn't sleep. The teacher required: a pen, a pencil, a calculator and her watch.*

Revise the work on adjectives and adjectival phrases.

**Examples:** *the sporty, red car, the sporty car with yellow stripes.*



### Cosmic

by Frank Cottrell-Boyce



#### Reading for Writing

##### Fiction: Cosmic

Focus on humour and characterisation.  
 Suspense and surprise.  
 Characterisation and empathy.  
 Decide on key elements (toolkit) from the story.  
 Write own version before editing it.

##### Non -Fiction: Historical Recount Diary Extract

Focus on structure and retelling events.

##### Link to History (Anglo Saxons)

Focus on speaking and listening.  
 Re – tell a day in the life of a Viking  
 Write own version before editing it.



#### Spellings

Words from Year 5/6 word list:

**Hyperlink Example:** [Year 5/6 word list](#)

Words with silent letters

**Example:** *knee, honest, gnome, bomb, knight, climb*

Words ending in ant and ent

**Examples:** *important, elegant, reluctant, tolerance, different, confident, obedient*

Words ending in ance, ancy, ence, ency

**Examples:** *elegance, importance, confidence, obedience, tolerance*



#### Grammar and Golden Sentences

Use a range of conjunctions: *because, when, if, after, before, despite, even though, although, as well as.*

Use subordinate sentences and cheeky sentences within multi-clause sentences.

**Example:** *The fox ran through the street even though there were people about.*

**When it went dark, the fox ran down the street.**

Revise and consolidate the use of Basic English conventions:

Noun-verb agreements - **Example:** *The book was open. The balls were kicked at the same time.*

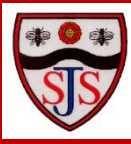
Tense-verb agreements – **Example** – *Sally rides her bike. Sally and John ride their bikes.*

Use punctuation within a sentence for clarity especially, commas, semi-colons and colons.

**Example:** *During the night, it was hot; James couldn't sleep. The teacher required: a pen, a pencil, a calculator and her watch.*

Revise the work on adjectives and adjectival phrases.

**Examples:** *the sporty, red car, the sporty car with yellow stripes.*



### The Nowhere Emporium

by Ross MacKenzie



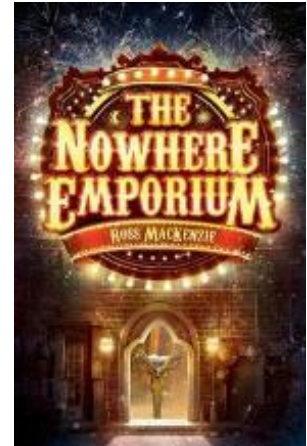
#### Reading for Writing

##### Fiction: The Nowhere Emporium

Focus on setting and fantasy  
 Focus on description and portal ideas.  
 Discussions about the orphanage.  
 Decide on key elements (toolkit) from the story.  
 Write own version before editing it.

##### Non -Fiction: Short Biography

Focus on structure and language of a short biography  
 Link to Science  
 Research facts about a famous person linked to life cycles  
 Decide on key elements (toolkit) from the text.  
 Write own version before editing it.



#### Spellings

Words from Year 5/6 word list:  
[Hyperlink Example: Year 5/6 word list](#)

Revision of spring term spellings

Use of homophones and near homophones  
 Examples: *stationary, stationery, isle, aisle, proceed, precede, morning, mourning*

Turing nouns and adjectives into verbs - ise, ate, en, ify  
 Examples: *to pollenate, to pressurise, to frighten, to simplify*



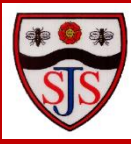
#### Grammar and Golden Sentences

Develop a toolkit of varied conjunctions depending on their use.  
 Examples: *because, when, if, after, before, despite, even though, although, as well as.*

Use subordinate sentences and cheeky sentences within multi-clause sentences.  
 Examples: *The fox ran through the street even though there were people about. When it went dark, the fox ran down the street.*

Identify the main and subordinate clauses within sentences. Understand how to vary sentence types when using clauses.  
 Examples: *The ball smashed the window (main) after it was kicked over the fence (subordinate). He was tired. He hadn't slept. He was late for work. – He was tired as he hadn't slept; this meant he was late for work.*

Use complex punctuation within sentences and paragraphs: colons, semi-colons, dashes and commas.  
 Examples: *He ran down the road, didn't he? You're feeling better, aren't you?*



# The Egyptian Cinderella

by Shiley Climo



## Reading for Writing

### Fiction: The Egyptian Cinderella

Focus on descriptive phrases for the portal

Discussion about slaves and servants.

Re-tell it using a picture map.

Decide on key elements (toolkit) from the story.

Write own version before editing it.

### Non-Fiction: Explanation Text Mummification

Focus on structure and features

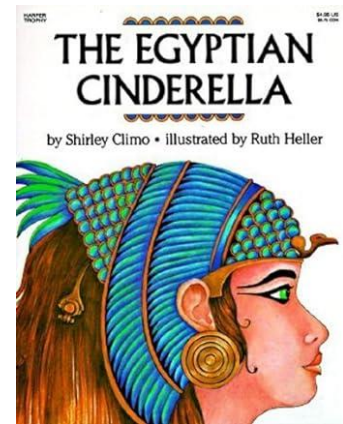
Linked to History (Ancient Egyptians)

Research mummification.

Re-tell it using a picture map.

Decide on key elements (toolkit) from the text.

Write own version before editing it.



## Spellings

Words from Year 5/6 word list:

Hyperlink Example: [Year 5/6 word list](#)

Use of the possessive apostrophe

Examples: *the baby's toys, the tiger's food, girls' toys, babies' toys*

Turning adjectives into adverbs

Examples: *happy – happily ecstatic – ecstatically miserable – miserably angry - angrily*

Revision of work from the year.

Look

Say

Cover

Write

Check

## Grammar and Golden Sentences

Develop a toolkit of varied conjunctions depending on their use.

Examples: *because, when, if, after, before, despite, even though, although, as well as.*

Use subordinate sentences, cheeky sentences and embedded clauses within multi-clause sentences.

Examples: *The fox ran through the street even though there were people about. When it went dark, the fox ran down the street. Despite people being all around, the fox ran (without stopping) down the street.*

Identify the main and subordinate clauses within sentences. Understand how to vary sentence types when using clauses.

Examples: *The ball smashed the window (main) after it was kicked over the fence (subordinate).*

*He was tired. He hadn't slept. He was late for work. – He was tired as he hadn't slept; this meant he was late for work.*

Use complex punctuation within sentences and paragraphs: colons, semi-colons, dashes and commas.

Examples: *He ran down the road, didn't he? You're feeling better, aren't you?*

Review of Grammar from the year.