

### One Boy's War

by Lynn Huggins-Cooper



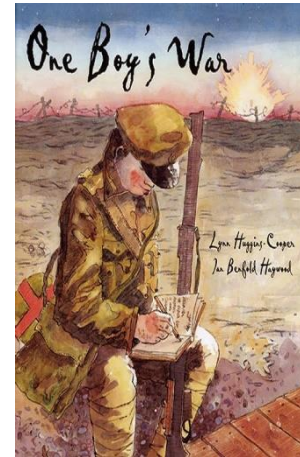
#### Reading for Writing

##### Fiction: One Boy's War

- Focus on setting description
- Use historical vocabulary
- Develop inference skills from the characters point of view
- Write a story from the view point of a character

##### Non -Fiction: Information Text Italy

- Focus on structure and discussion
- Link to Geography
- Research geographical facts
- Decide on key elements (toolkit) from the text.
- Write own version before editing it.



#### Spellings

Words that are homophones

Words with the prefix 'in-'

Words with the prefixes 'il-', 'im-' and 'ir-'

Words with the prefix 'sub-'

Words with the prefix 'inter-'



#### Grammar and Golden Sentences

Use of a range of conjunctions: *because, when, if, after, before (bronze conjunctions), despite, even though, although, as well as (silver conjunctions)*. Use of bronze and silver subordinate sentences. *Examples: The fox ran through the street because the street was empty (bronze). The car roared down the street even though it was late at night (silver).* Understand the difference between main and subordinate clauses.

Identify and use adverbs.

*Example: I nervously sang to the audience even though I didn't want to.*

Use powerful verbs: *Example: hobbled instead of walked – I hobbled down the road as I had hurt my leg.*

To understand what an article is within a sentence.

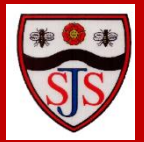
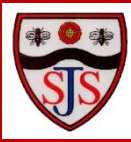
*Example: An apple fell of the table before rolling along the floor.*

Use se correct tenses when writing – past, present and future

*Examples: He ran as quickly as he could down the road. (past) He is running as quickly as he can down the road. (present) He may run down the road. (future)*

Practise using commas to mark boundaries within sentences.

*Example: To her dismay, she couldn't find her way home.*



# Keep off the Tracks

by James Walker



## Reading for Writing

### Fiction: Keep off the Tracks

Focus on characterisation and dialogue.  
Explore 'show not tell' through the characters actions and emotions  
Identify speech punctuation and apply in short writing  
Write a similar story with a different setting before editing it.

### Non -Fiction: Historical Recount

Focus on structure and discussion

#### Link to History

Research historical facts  
Decide on key elements (toolkit) from the text.  
Write own version before editing it.



## Spellings

Words ending in '-ation'

Words ending in '-ation'

Words ending '-ly'

Words ending '-lly'

Words where 'ch' makes a /sh/ sound

Look	
Say	
Cover	
Write	
Check	

## Grammar and Golden Sentences

Use of a range of conjunctions: *because, when, if, after, before (bronze conjunctions), despite, even though, although, as well as (silver conjunctions)*. Use of bronze and silver subordinate sentences. *Examples: The fox ran through the street because the street was empty (bronze). The car roared down the street even though it was late at night (silver).* Understand the difference between main and subordinate clauses.

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Use powerful verbs: *Example: hobbled instead of walked – I hobbled down the road as I had hurt my leg.*

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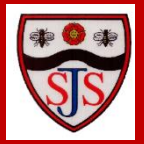
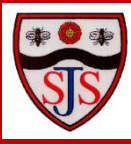
*Example: An apple fell of the table before rolling along the floor.*

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*Examples: He ran as quickly as he could down the road. (past) He is running as quickly as he can down the road. (present) He may run down the road. (future)*

Practise using commas to mark boundaries within sentences.

*Example: To her dismay, she couldn't find her way home.*



# The Pied Piper

by Michael Morpurgo



## Reading for Writing

### Fiction: The Pied Piper of Hamelin

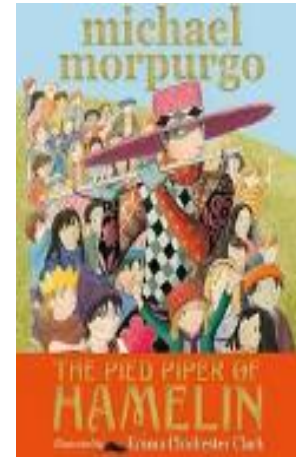
Focus on description and character  
Use inference to understand characters actions and viewpoints  
Decide on key elements (toolkit) from the story.  
Write own version before editing it.

### Non -Fiction: Explanation Text - Rivers

Focus on structure and discussion

#### Link to Geography

Research facts  
Decide on key elements (toolkit) from the text.  
Write own version before editing it.



## Spellings

Words ending in '-sion'

Words ending in '-ous'

Words ending in '-ous' where the ge from the root word remains

Words where 'i' makes an /ee/ sound

Words ending in '-ious' and 'eous'



## Grammar and Golden Sentences

Use of a range of conjunctions: *because, when, if, after, before (bronze conjunctions), despite, even though, although, as well as (silver conjunctions)*. Use of bronze and silver subordinate sentences. *Examples: The fox ran through the street because the street was empty (bronze). The car roared down the street even though it was late at night (silver).*

Understand the difference between main and subordinate clauses.

Develop understanding of different forms of adjectives linking them to expanded noun phrases.

*Example: The sporty, red car. The sporty car with wide wheels.*

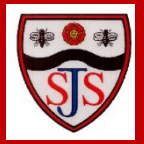
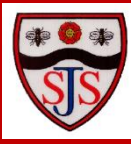
Understand the basic rules for apostrophising singular and plural possession. *Examples: The man's hat (singular). The doctors' surgery (plural).*

Understanding basic rules for apostrophising omission. *Example I can't see the film.*

Continue to use paragraphs to organise ideas around a theme.

Further develop the accurate use of speech marks to punctuate direct speech including the use of the comma in the sentence.

*Examples: "I can't see the film," screamed Amy. Amy screamed, "I can't see the film."*



### The Manor House

by Jane Holland



#### Reading for Writing

##### Fiction: The Manor House

Focus on settings and characters actions and emotions  
Identify descriptive language features to understand how the author has created suspense

Decide on key elements (toolkit) from the story.

Write own version before editing it.

##### Non -Fiction: Explanation Text – How the Water Cycle works

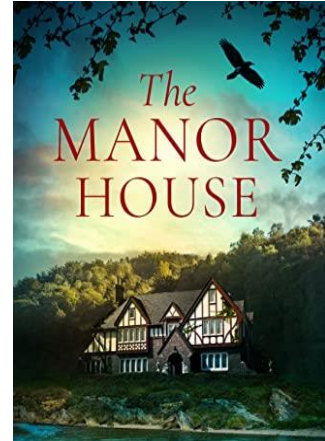
Focus on structure and discussion

[Link to Geography/Science](#)

Research facts

Decide on key elements (toolkit) from the text.

Write own version before editing it.



#### Spellings

Words where 'au' makes an /or/ sound

Words ending in '-tion'

Words ending in '-sion'

Words ending in '-cian'

Words that are adverbs of manner



#### Grammar and Golden Sentences

Use of a range of conjunctions: *because, when, if, after, before (bronze conjunctions), despite, even though, although, as well as (silver conjunctions)*. Use of bronze and silver subordinate sentences. *Examples: The fox ran through the street because the street was empty (bronze). The car roared down the street even though it was late at night (silver).*

Understand the difference between main and subordinate clauses.

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*Example: The sporty, red car. The sporty car with wide wheels.*

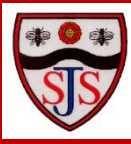
Understanding basic rules for apostrophising singular and plural possession. *Examples: The man's hat (singular). The doctors' surgery (plural).*

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Further develop the accurate use of speech marks to punctuate direct speech including the use of the comma in the sentence.

*Examples: "I can't see the film," screamed Amy. Amy screamed, "I can't see the film."*



### The True Story of the 3 Little Pigs

by Jon Scieszka



#### Reading for Writing

##### Fiction: The True Story of the 3 Little Pigs

Focus on endings

Use inference to understand a characters action or point of view

Decide on key elements (toolkit) from the story.

Write own version before editing it.

##### Non -Fiction: Recount - Environment

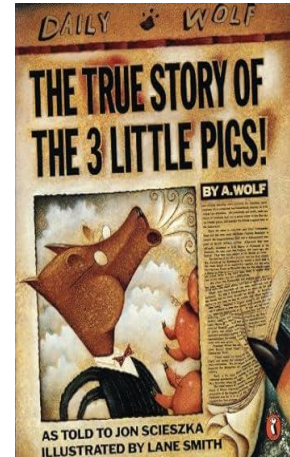
Focus on structure and discussion

[Link to Geography/Science](#)

Research facts

Decide on key elements (toolkit) from the text.

Write own version before editing it.



#### Spellings

Words that are homophones

Words spelled with 'c' before 'i' and 'e'

Words containing 'sol' and 'real'

Words containing 'phon' and 'sign'

Words with the prefixes 'super-', 'anti-' and 'auto'



#### Grammar and Golden Sentences

Use of a range of conjunctions: *because, when, if, after, before (bronze conjunctions), despite, even though, although, as well as (silver conjunctions)*. Use of bronze and silver subordinate sentences. *Examples:* The fox ran through the street because the street was empty (bronze). The car roared down the street even though it was late at night (silver).

Understand the difference between main and subordinate clauses.

Understand the grammatical difference between plural and possessive 's'

*Examples:* The boys' coats. (plural) The girl's hat. (possessive)

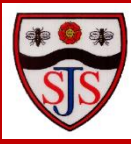
Use fronted adverbials in different positions within a sentence.

*Examples:* Early one morning, the bird sang beautifully. The bird sang beautifully early one morning.

Further develop the use paragraphs to organise ideas around a theme.

Understand different sentence types.

*Examples:* Did the noise shock people? The noise shocked people. Be shocked by the noise.



# Charlie and the Chocolate Factory

## by Roald Dahl



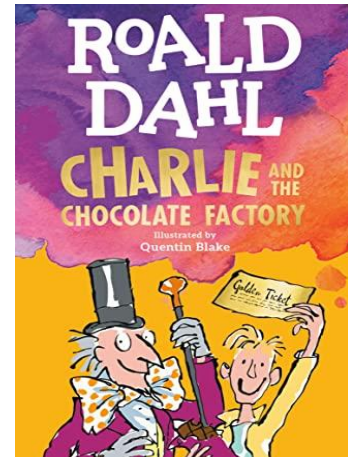
### Reading for Writing

#### Fiction: Charlie and the Chocolate Factory

Focus on characterisation  
Use inference to understand a characters actions and emotions  
Decide on key elements (toolkit) from the story.  
Write own version before editing it.

#### Non -Fiction: Persuasive Advertisement

Focus on structure and discussion  
Discuss language features  
Decide on key elements (toolkit) from the text.  
Write own recount before editing it.



### Spellings

Words containing an apostrophe for possession

Revision of spelling patterns learned in Stage 4



### Grammar and Golden Sentences

Use of a range of conjunctions: *because, when, if, after, before (bronze conjunctions), despite, even though, although, as well as (silver conjunctions)*. Use of bronze and silver subordinate sentences. *Examples: The fox ran through the street because the street was empty (bronze). The car roared down the street even though it was late at night (silver).*

Understand the difference between main and subordinate clauses.

To understand the grammatical difference between plural and possessive 's'  
*Examples: The boys' coats. (plural) The girl's hat. (possessive)*

Use fronted adverbials in different positions within a sentence.  
*Examples: Early one morning, the bird sang beautifully. The bird sang beautifully early one morning.*

Further develop the use paragraphs to organise ideas around a theme.

Understand different sentence types.  
*Examples: Did the noise shock people? The noise shocked people. Be shocked by the noise.*

Review of Grammar from the year.