





| Week | Key Objective | SPAG | Text | Genre | Composition Objective(s) | Outcome | Educational Visits and Cross Curricular Links |
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| 1 | drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (5-6) | Suffixes – Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] |  | Character description | In writing narratives, considering how authors have developed characters and settings in what they have read, listened to and or seen performed. | Write a variety of character descriptions and analyses of the main characters in the book including August. | PHSCE – accepting others Science – Space and beyond |
| 2 | predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning (5-6) | Verb – prefixes Verb prefixes [for example, dis–, de–, mis–, over– and re–] | | Character description | | | |
| 3 | 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. (5-6) | Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun | | Diary entry Postcard | in narratives, describing settings, characters and atmosphere and integrating dialogue to convey | Write a diary entry in first person. Write a postcard in first person. | |

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| | Provide reasoned justifications for their views (5-6) | | | | character and advance the action | | |
| 4 | explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary ☑ provide reasoned justifications for their views. (5-6) | Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] |  | Recount Review | using a wide range of devices to build cohesion within and across paragraphs identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own | To write a recount from visit to National Space Centre To write a book/film review | Off-site educational visit to The National Space Centre – Nottingham. |
| 5 6 | retrieve and record information from non-fiction (5-6) | Paragraphs: Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] | | Recount – Biography | using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet | To write a biography on a famous astronaut | Science – Space History – timeline of space exploration |

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