Literacy Year 5 & 6 'Poems with Imagery'

Key Learning Writing:

- Investigate and collect a range of synonyms and antonyms e.g. *mischievous, wicked, evil, impish, spiteful, and well-behaved.*
- Evaluate and edit by:
  - Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.
  - Proofread for grammatical, spelling and punctuation errors.
- Select the appropriate structure, vocabulary and grammar.
- Draw on similar writing models, reading and research.
- Selecting appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.
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Key Learning Reading:

- Learning a wider range of poems by heart.
- Prepare poems to read aloud and perform using dramatic effects.
- Listen to, read and discuss an increasingly wide range of poetry.
- Recommend poems to their peers with detailed reasons for their opinions.
- Explore poems in groups and deepen comprehension through discussion.
- Explain the meaning of new vocabulary within the context of the text.
- Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text.
- Discuss and evaluate how poets use language including figurative language, considering the impact on the reader.
- Explore, recognise and use the terms personification, analogy, style and effect.
- Explain the effect on the reader of the poets' choice of language and reasons why the poet may have selected these words, phrases and techniques.
- Participate in discussions about books, building on their own and others' ideas and challenging views courteously.

Mrs Cottam Medium Term Planning Autumn 2017 Literacy Year 5 and 6

Literacy Year 5 and 6 'Detective Crime Fiction'

Key Learning Writing:

- Manipulate sentences to create particular effects.
- Use devices to build cohesion between paragraphs in narrative e.g. in the meantime, meanwhile, in due course, until then.
- Identify the subject and object of a sentence.
- Explore and investigate active and passive e.g. *I broke the window in the greenhouse* versus *the window in the greenhouse was broken.*
- Selecting the appropriate language and structures.
- Drawing on similar writing models, reading and research.
- Selecting appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.
- Introducing and developing characters through blending action, dialogue and description within sentences and paragraphs e.g. Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!"

Key Learning Reading:

- Understand underlying themes, causes and consequences within whole texts.
- Recognise authors' techniques to influence and manipulate the reader.
- Listening to, reading and discussing an increasingly wide range of fiction
- Regularly listening to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves.
- Analysing the conventions of different types of writing e.g detective fiction: *red herring, motive, alibi, alias, the reveal*
- Using a reading journal to record on-going reflections and responses to personal reading.
- Exploring texts in groups and deepening comprehension through discussion.
- Demonstrating active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group.
- Inferring characters feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point; Evidence; Explanation..
- Predicting what might happen from information stated and implied. Justifying opinions and elaborating by referring to the text e.g. Point; Evidence; Explanation