READING AND WRITING OBJECTIVES COVERED IN THE AUTUMN TERM 2023

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| Autumn Term Units Covered | | | | | | |
| 1: Portal stories | 2: Famous artists | 3: Adventure stories | 4: Chocolate | 5: Magic spell poetry | 6: 20th century music | 7: Untold stories |

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| FICTION | NON-FICTION | POETRY |

**WRITING**

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| Objective | Summarised | UNIT 1 portal stories | UNIT 2 famous artists | UNIT 3 adventure stories | UNIT 4 chocolate | UNIT 5  Magic spell | UNIT 6 20th century music | UNIT 7 untold stories |
| • spell some words with ‘silent’ letters | Spell some words with silent letters |  |  |  |  |  |  |  |
| • continue to distinguish between homophones and other words which are often confused | Recognise and use spellings for homophones and other often-confused words |  |  |  |  |  |  |  |
| • use dictionaries to check the spelling and meaning of words | Use a dictionary to check spelling and meaning |  |  |  |  |  |  |  |
| • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own | Identify the audience and purpose before writing, and adapt accordingly |  |  |  |  |  |  |  |
| • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning | Select appropriate grammar and vocabulary to change or enhance meaning |  |  |  |  |  |  |  |
| • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action | Develop setting, atmosphere and character, including through dialogue |  |  |  |  |  |  |  |
| • précising longer passages | Précis longer passages |  |  |  |  |  |  |  |
| • using a wide range of devices to build cohesion within and across paragraphs | Use a range of cohesive devices |  |  |  |  |  |  |  |
| • using further organisational and presentational devices to structure text and to guide the reader | Use advanced organisational and presentational devices |  |  |  |  |  |  |  |
| • ensuring the consistent and correct use of tense throughout a piece of writing | Use the correct tense consistently 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 | Ensure correct subject and verb agreement |  |  |  |  |  |  |  |
| • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. | Perform compositions using appropriate intonation, volume and movement |  |  |  |  |  |  |  |
| • use a thesaurus | Use a thesaurus |  |  |  |  |  |  |  |
| • using expanded noun phrases to convey complicated information concisely | Use expanded noun phrases to convey complicated information concisely |  |  |  |  |  |  |  |
| • using modal verbs or adverbs to indicate degrees of possibility | Use modal verbs or adverbs to indicate degrees of possibility |  |  |  |  |  |  |  |
| • using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun | Use relative clauses |  |  |  |  |  |  |  |
| • converting nouns or adjectives into verbs | Convert nouns or adjectives into verbs |  |  |  |  |  |  |  |
| • devices to build cohesion, including adverbials of time, place and number | Use adverbials of time, place and number for cohesion |  |  |  |  |  |  |  |
| • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms | Recognise vocabulary and structures that are appropriate for formal use |  |  |  |  |  |  |  |
| • using passive verbs to affect the presentation of information in a sentence | Use passive verbs to affect the presentation of information |  |  |  |  |  |  |  |
| • using the perfect form of verbs to mark relationships of time and cause | Use the perfect form of verbs to mark relationships of time and cause |  |  |  |  |  |  |  |
| • differences in informal and formal language | Recognise difference in informal and formal language |  |  |  |  |  |  |  |
| • further cohesive devices such as grammatical connections and adverbials | Use grammatical connections and adverbials for cohesion |  |  |  |  |  |  |  |
| • use of ellipsis | Use ellipsis |  |  |  |  |  |  |  |
| • using commas to clarify meaning or avoid ambiguity in writing | Use commas to clarify meaning or avoid ambiguity |  |  |  |  |  |  |  |
| • using brackets, dashes or commas to indicate parenthesis | Use brackets, dashes and commas to indicate parenthesis |  |  |  |  |  |  |  |
| • using hyphens to avoid ambiguity | Use hyphens to avoid ambiguity |  |  |  |  |  |  |  |
| • using semicolons, colons or dashes to mark boundaries between independent clauses | Use semi-colons, colons and dashes between independent clauses |  |  |  |  |  |  |  |
| • using a colon to introduce a list | Use a colon to introduce a list |  |  |  |  |  |  |  |
| • punctuating bullet points consistently | Punctuate bullet points consistently |  |  |  |  |  |  |  |

**READING**

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| Objective | Summarised | UNIT 1 portal stories | UNIT 2 famous artists | UNIT 3 adventure stories | UNIT 4 chocolate | UNIT 5 | UNIT 1 portal stories | UNIT 2 famous artists |
| • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words | Use knowledge of morphology and etymology to read aloud and understand new words |  |  |  |  |  |  |  |
| • making comparisons within and across books | Make comparisons within and across books |  |  |  |  |  |  |  |
| • modern fiction, fiction from our literary heritage, and books from other cultures and traditions | Read a range of modern fiction, fiction from literary heritage and books from other cultures and traditions |  |  |  |  |  |  |  |
| • identifying and discussing themes and conventions in and across a wide range of writing | Identify and discuss themes and conventions across a wide range of writing |  |  |  |  |  |  |  |
| • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context | Discuss understanding of texts, including exploring meaning of words in context |  |  |  |  |  |  |  |
| • asking questions to improve their understanding | Ask questions to improve understanding of texts |  |  |  |  |  |  |  |
| • summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas | Summarise ideas drawn from more than one paragraphs, identifying key details |  |  |  |  |  |  |  |
| • predicting what might happen from details stated and implied | Predict future events from details stated and implied |  |  |  |  |  |  |  |
| • identifying how language, structure and presentation contribute to meaning | Identify how language, structure and presentation contribute to meaning |  |  |  |  |  |  |  |
| • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader | Discuss how authors use language, including figurative language, to affect the reader |  |  |  |  |  |  |  |
| • recommending books that they have read to their peers, giving reasons for their choices | Make book recommendations, giving reasons for choices |  |  |  |  | Ongoing throughout the year |  |  |
| • participate in discussions about books, building on their own and others’ ideas and challenging views courteously | Participate in discussions about books, building on and challenging ideas |  |  |  |  |  |  |  |
| • explain and discuss their understanding of what they have read, | Explain and discuss understanding of reading |  |  |  |  |  |  |  |
| • including through formal presentations and debates, | Participate in formal presentations and debates about reading |  |  |  |  |  |  |  |
| • provide reasoned justifications for their views | Provide reasoned justifications for views |  |  |  |  |  |  |  |