

Week Beginning	Time (hours)	Learning Objectives
Monday 27 <sup>th</sup> February	3 hours	<p><b><u>Reading: Comprehension – Maintain positive attitudes to reading and understanding of what they read</u></b>            Year 5 Step 5 - I can identify and discuss themes in and across a wide range of writing.            Year 6 Step 5 - I can identify and discuss themes in a range of writing and across longer texts.</p> <p><b><u>Spoken Language</u></b>            I can listen and respond appropriately.            I can use spoken language to develop understanding through imagining and exploring ideas.</p>
Monday 6 <sup>th</sup> March	3 hours	<p><b><u>Writing: Evaluate and Edit</u></b>            Year 5: I can distinguish between the formal and informal spoken and written language.            Year 6: I can distinguish between the language of speech and writing and choose the appropriate register.</p> <p>Step 1: I know the differences between spoken and written language.            Step 2: I can compare standard English and dialectal variations.            Step 3: I can investigate different degrees of formality.</p>
Monday 13 <sup>th</sup> March	3 hours	<p><b><u>Writing: Text Structure</u></b>            Year 5: I can use cohesive devices (connecting adverbs and adverbials) to link ideas across paragraphs.</p> <p>Step 1: I can use adverbials of frequency and time.            Step 2: I can use adverbials of place.            Step 3: I can link paragraphs using tenses.</p> <p>Year 6: I can link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrases, grammatical connections, and ellipsis.</p> <p>Step 1: I can match words and phrases with their correct cohesive device.            Step 2: I can link images by suggesting appropriate adverbials of time, place and frequency.            Step 3: I can use a range of cohesive devices to make sure my writing flows from one paragraph to the next.</p>

Monday 20 <sup>th</sup> March	3 hours	<p><b><u>Writing: Evaluate and Edit</u></b>  <b>I can ensure correct subject and verb agreement when using singular and plural.</b>  Step 1: I can switch sentences from one person to another, looking for different words that change and those that stay the same.  Step 2: I can edit sentences where the subject-verb agreement is not correct.  Step 3: I can edit an entire text where the subject-verb agreement is not correct.</p>
Monday 27 <sup>th</sup> March	3 hours	<p><b><u>Writing: Plan and Write</u></b>  Year 5 Step 1: I can identify the audience and purpose of the writing.  Year 6 Step 1: I can identify the audience and purpose of the writing.  <b><u>Writing: Draft and Write</u></b>  Year 5 Step 4: In narratives, I can integrate description, action and dialogue to convey character and plot.  Year 6 Step 3: In narratives, I can integrate description of settings, characters and atmosphere and dialogue to convey character and advance the action.  <b><u>Writing: Evaluate and Edit</u></b>  Year 5 Step 1: I can assess the effectiveness of my own and others' writing.  Year 6 Step 1: I can assess the effectiveness of my own and others' writing.</p>

Mrs Hansell

Class 3 (Year 5/6)