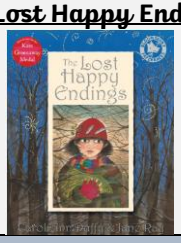
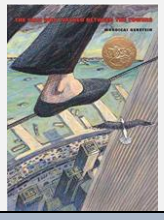
Writing Root / Book Focus:	The Lost Happy Endings 	The Man Who Walked Between the Towers 	The Polar Bear Explorers Club 
Outcomes	Poem Diary Entry Setting Description	Letters of Advice News Report Column Persuasive Speeches	Character Description Survival Guide
End of Unit Outcome:	Prequel	Biography	Persuasive Letter

Writing (Composition)

Plan their writing by:

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

Draft and write by:

- Selecting appropriate grammar and vocabulary, understanding how such choice can change and enhance meaning
- Using a wide range of devices to build cohesion within and across paragraphs

Evaluate and edit by:

- Assessing the effectiveness of their own and others' writing
- Proposing changes to vocabulary, grammar and punctuation to enhance effect to clarify meaning

Reading Comprehension

Understand what they read by:

- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Asking questions to improve their understanding
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence
- Predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Identifying how language, structure and presentation contribute to meaning
- Participating 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
- Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader
- Distinguishing between statements of fact and opinion

Vocabulary, Grammar & Punctuation

- Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- Using passive verbs to affect the presentation of information in a sentence
- Using expanded noun phrases to convey complicated information concisely
- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
- Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]
- Use of commas to clarify meaning or avoid ambiguity
- The difference between structures typical of informal speech and structures appropriate for formal speech and writing (for example the use of subjunctive forms)

Indicate grammatical and other features by:

- Using semi-colons, colons or dashes to mark boundaries between independent clauses

Spelling Coverage

- **Verb, adjective and noun** *suffixes*
- –ed ,–ing ,
- Plurals; s, -ies , Plurals; -es, -ves
- –ate and –en , –ify and –ise , –ity and –ness , –ary and –ery , –al and –ic , –ful and –less, –tion (to represent /shun/, –cian and –sion , –able, -ible
- **Noun suffixes, letter strings and homophones**
- -ant, -ance and –ancy, -ent, -ence and –ency,
- Investigating and applying the letter string rules 'fer'
- Selection of homophones and near homophones
- 'i before e except after c rule
- Other sounds by the letter string 'ie'
- Etymology and prefixes
- Hard c and soft c
- Grek orgin for:
  'ch' that make /k/ sound
  'ph' that make /f/ sound
  'sc' that make /s/ sound
- Polysyllabic words
- Prefixes meaning not

Prefixes:

De-, re-, sub-, super-, inter-. Anti- , auto-, bi-, tele-, co-, pre-, pro-, ad-, al- and hyphens