

**All in the Family****Coverage of the Revised Strategy**

to secure understanding of the features of non-chronological reports

- introductions to orientate the reader
- use of generalisations to categorise
- language to describe and differentiate
- impersonal language
- mostly present tense

to annotate passages in detail in response to specific questions.

to appraise a text quickly and effectively, to retrieve information from it, to find information quickly and evaluate its value.

to secure the skills of skimming, scanning and efficient reading so that research is fast and effective.

to review a range of non-fiction text types and their characteristics, discussing when a writer might chose to write in a given style and form.

**QCA Links**

Citizenship – 03

**Built to Last****Coverage of the Revised Strategy**

to summarize a passage, chapter or text in a specified number of words.

to secure understanding of the features of non-chronological reports

- introductions to orientate the reader
- use of generalisations to categorise
- language to describe and differentiate
- impersonal language
- mostly present tense

to use IT to plan, revise, edit writing to improve accuracy and to bring it to publication standard e.g. through compiling a class newspaper, paying attention to accuracy, layout and presentation.

to appraise a text quickly and effectively, to retrieve information from it,

to find information quickly and evaluate its value.

to secure the skills of skimming, scanning and efficient reading so that research is fast and effective.

to review a range of non-fiction text types and their characteristics, discussing when a writer might chose to write in a given style and form.

to research the origins of proper names e.g. place names such as borough or chester, surnames such as donaldson, o'donnell and macdonald, the days of the week, months of the year, names of products e.g. models of cars, names of sportswear, names of newspapers.

**QCA Links**

Art & Design – 6C

Design & Technology – 6A

Religious Education – 6E

## Close Up on Careers

**Coverage of the Revised Strategy**

to secure understanding of the features of non-chronological reports

- introductions to orientate the reader
- use of generalisations to categorise
- language to describe and differentiate
- impersonal language
- mostly present tense

to develop a journalistic style through considering,

- balanced and ethical reporting
- what is of public interest in events
- the interest of the reader
- selection and presentation of information.

to use the styles and convention of journalism to report on e.g. real or imagined events.

to use IT to plan, revise, edit writing to improve accuracy and to bring it to publication standard e.g. through compiling a class newspaper, paying attention to accuracy, layout and presentation.

to appraise a text quickly and effectively, to retrieve information from it,

to find information quickly and evaluate its value.

to secure the skills of skimming, scanning and efficient reading so that research is fast and effective.

to review a range of non-fiction text types and their characteristics, discussing when a writer might chose to write in a given style and form.

to extend work on word origins and derivations from previous term. use personal reading, a range of dictionaries and previous knowledge to investigate words with common prefixes, suffixes, word roots.

**QCA Links**

Citizenship – 02

## Cogs in the Wheel

**Coverage of the Revised Strategy**

to secure understanding of the features of non-chronological reports

- introductions to orientate the reader
- use of generalisations to categorise
- language to describe and differentiate
- impersonal language
- mostly present tense

to use IT to plan, revise, edit writing to improve accuracy and to bring it to publication standard e.g. through compiling a class newspaper, paying attention to accuracy, layout and presentation.

to increase familiarity with significant poets and writers of the past.

to construct effective arguments

- developing a point logically and effectively
- supporting and illustrating points persuasively
- anticipating possible objections
- harnessing the known views, interests and feelings of the audience
- tailoring the writing to formal presentation where appropriate

to secure understanding of the features of explanatory texts from year 5 term 2.

to appraise a text quickly and effectively, to retrieve information from it,

to find information quickly and evaluate its value.

to secure the skills of skimming, scanning and efficient reading so that research is fast and effective.

**QCA Links**

Citizenship – 07

History – 11

## Digging for History

**Coverage of the Revised Strategy**

to secure understanding of the features of non-chronological reports

- introductions to orientate the reader
- use of generalisations to categorise
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- impersonal language
- mostly present tense

to construct effective arguments

- developing a point logically and effectively
- supporting and illustrating points persuasively
- anticipating possible objections
- harnessing the known views, interests and feelings of the audience
- tailoring the writing to formal presentation where appropriate

to secure understanding of the features of explanatory texts from year 5 term 2.

to appraise a text quickly and effectively, to retrieve information from it, to find information quickly and evaluate its value.

to secure the skills of skimming, scanning and efficient reading so that research is fast and effective.

to review a range of non-fiction text types and their characteristics, discussing when a writer might chose to write in a given style and form.

to use root words, prefixes and suffixes as a support for spelling e.g. aero, aqua, audi, bi, cede, clude, con, cred, duo, log(o)(y), hyd(ro)(ra), in micro,oct,photo, port, prim, scribe, scope, sub, tele, tri, ex.

to extend work on word origins and derivations from previous term. use personal reading, a range of dictionaries and previous knowledge to investigate words with common prefixes, suffixes, word roots.

## Escape!

**Coverage of the Revised Strategy**

to secure understanding of the features of non-chronological reports

- introductions to orientate the reader
- use of generalisations to categorise
- language to describe and differentiate
- impersonal language
- mostly present tense

to develop a journalistic style through considering,

- balanced and ethical reporting
- what is of public interest in events
- the interest of the reader
- selection and presentation of information.

to use IT to plan, revise, edit writing to improve accuracy and to bring it to publication standard e.g. through compiling a class newspaper, paying attention to accuracy, layout and presentation.

to secure understanding of the features of explanatory texts from year 5 term 2.

to appraise a text quickly and effectively, to retrieve information from it, to find information quickly and evaluate its value.

to secure the skills of skimming, scanning and efficient reading so that research is fast and effective.

to review a range of non-fiction text types and their characteristics, discussing when a writer might chose to write in a given style and form.

**QCA Links**

Citizenship – 03, 07

## Famous Faces

**Coverage of the Revised Strategy**

to secure understanding of the features of non-chronological reports

- introductions to orientate the reader
- use of generalisations to categorise
- language to describe and differentiate
- impersonal language
- mostly present tense

to develop the skills of biographical and autobiographical writing in role, adopting distinctive voices e.g. of historical characters through e.g.,

- preparing a cv
- composing a biographical account based on research
- describing a person from different perspectives e.g. police
- description, school report, newspaper obituary.

to use IT to plan, revise, edit writing to improve accuracy and to bring it to publication standard e.g. through compiling a class newspaper, paying attention to accuracy, layout and presentation.

to identify the features of balanced written arguments which e.g.,

- summarise different sides of an argument
- clarify the strengths and weaknesses of different positions
- signal personal opinion clearly

**QCA Links**

to appraise a text quickly and effectively, to retrieve information from it,

to find information quickly and evaluate its value.

to secure the skills of skimming, scanning and efficient reading so that research is fast and effective.

to review a range of non-fiction text types and their characteristics, discussing when a writer might chose to write in a given style and form.

to investigate meanings and spellings of connectives, therefore, notwithstanding, furthermore etc, link to sentence level work on connectives.

Citizenship – 11

History – 20

## Giants of the Deep

**Coverage of the Revised Strategy**

to secure understanding of the features of non-chronological reports

- introductions to orientate the reader
- use of generalisations to categorise
- language to describe and differentiate
- impersonal language
- mostly present tense

to use IT to plan, revise, edit writing to improve accuracy and to bring it to publication standard e.g. through compiling a class newspaper, paying attention to accuracy, layout and presentation.

to recognise how arguments are constructed to be effective through e.g.

- the expression, sequence and linking of points
- the provision of persuasive examples, illustrations and evidence
- pre-empting or answering potential objections
- appealing to the known views and feelings of the audience

to identify the features of balanced written arguments which e.g.,

- summarise different sides of an argument
- clarify the strengths and weaknesses of different positions
- signal personal opinion clearly.

to appraise a text quickly and effectively, to retrieve information from it,

to find information quickly and evaluate its value.

to secure the skills of skimming, scanning and efficient reading so that research is fast and effective.

## Monuments and Mummies

### Coverage of the Revised Strategy

to summarize a passage, chapter or text in a specified number of words.

to secure understanding of the features of non-chronological reports

- introductions to orientate the reader
- use of generalisations to categorise
- language to describe and differentiate
- impersonal language
- mostly present tense

to appraise a text quickly and effectively, to retrieve information from it,

to find information quickly and evaluate its value.

to secure the skills of skimming, scanning and efficient reading so that research is fast and effective.

to review a range of non-fiction text types and their characteristics, discussing when a writer might chose to write in a given style and form.

## Music, Music, Music!

### Coverage of the Revised Strategy

to comment critically on the language, style, success of examples of non-fiction such as periodicals, reviews, reports, leaflets.

to secure understanding of the features of non-chronological reports

- introductions to orientate the reader
- use of generalisations to categorise
- language to describe and differentiate
- impersonal language
- mostly present tense

to develop the skills of biographical and autobiographical writing in role, adopting distinctive voices e.g. of historical characters through e.g.,

- preparing a cv
- composing a biographical account based on research
- describing a person from different perspectives e.g. police
- description, school report, newspaper obituary.

to secure understanding of the features of explanatory texts from year 5 term 2.

to appraise a text quickly and effectively, to retrieve information from it,

to find information quickly and evaluate its value.

to secure the skills of skimming, scanning and efficient reading so that research is fast and effective.

to review a range of non-fiction text types and their characteristics, discussing when a writer might chose to write in a given style and form.

to select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.

to extend work on word origins and derivations from previous term. use personal reading, a range of dictionaries and previous knowledge to investigate words with common prefixes, suffixes, word roots.

### On the Move

#### Coverage of the Revised Strategy

to secure understanding of the features of non-chronological reports

- introductions to orientate the reader
- use of generalisations to categorise
- language to describe and differentiate
- impersonal language
- mostly present tense

to use IT to plan, revise, edit writing to improve accuracy and to bring it to publication standard e.g. through compiling a class newspaper, paying attention to accuracy, layout and presentation.

to construct effective arguments

- developing a point logically and effectively
- supporting and illustrating points persuasively
- anticipating possible objections
- harnessing the known views, interests and feelings of the audience

tailoring the writing to formal presentation where appropriate<sup>3 15</sup> to secure understanding of the features of explanatory texts from year 5 term 2.

to secure understanding of the features of explanatory texts from year 5 term 2.

to appraise a text quickly and effectively, to retrieve information from it,

to find information quickly and evaluate its value.

to secure the skills of skimming, scanning and efficient reading so that research is fast and effective.

to review a range of non-fiction text types and their characteristics, discussing when a writer might chose to write in a given style and form.

#### QCA Links

Science – 6E

### Our Inside Story

#### Coverage of the Revised Strategy

to secure understanding of the features of non-chronological reports

- introductions to orientate the reader
- use of generalisations to categorise
- language to describe and differentiate
- impersonal language
- mostly present tense

to construct effective arguments

- developing a point logically and effectively
- supporting and illustrating points persuasively
- anticipating possible objections
- harnessing the known views, interests and feelings of the audience

tailoring the writing to formal presentation where appropriate

to secure understanding of the features of explanatory texts from year 5 term 2.

to appraise a text quickly and effectively, to retrieve information from it,

to find information quickly and evaluate its value.

to secure the skills of skimming, scanning and efficient reading so that research is fast and effective.

to review a range of non-fiction text types and their characteristics, discussing when a writer might chose to write in a given style and form.

to extend work on word origins and derivations from previous term. use personal reading, a range of dictionaries and previous knowledge to investigate words with common prefixes, suffixes, word roots.

#### QCA Links

Science – 6B

## Peace Makers

**Coverage of the Revised Strategy**

to secure understanding of the features of non-chronological reports

- introductions to orientate the reader
- use of generalisations to categorise
- language to describe and differentiate
- impersonal language
- mostly present tense

to use IT to plan, revise, edit writing to improve accuracy and to bring it to publication standard e.g. through compiling a class newspaper, paying attention to accuracy, layout and presentation.

to write a balanced report of a controversial issue

- summarising fairly the competing views
- analysing strengths and weaknesses of different positions

to appraise a text quickly and effectively, to retrieve information from it,

to find information quickly and evaluate its value.

to secure the skills of skimming, scanning and efficient reading so that research is fast and effective.

to review a range of non-fiction text types and their characteristics, discussing when a writer might chose to write in a given style and form.

to extend work on word origins and derivations from previous term. use personal reading, a range of dictionaries and previous knowledge to investigate words with common prefixes, suffixes, word roots.

**QCA Links**

Citizenship – 11

History – 20

## People of the Past

**Coverage of the Revised Strategy**

to secure understanding of the features of non-chronological reports

- introductions to orientate the reader
- use of generalisations to categorise
- language to describe and differentiate
- impersonal language
- mostly present tense

to use IT to plan, revise, edit writing to improve accuracy and to bring it to publication standard e.g. through compiling a class newspaper, paying attention to accuracy, layout and presentation.

to write a balanced report of a controversial issue

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to find information quickly and evaluate its value.

to secure the skills of skimming, scanning and efficient reading so that research is fast and effective.

to review a range of non-fiction text types and their characteristics, discussing when a writer might chose to write in a given style and form.

to extend work on word origins and derivations from previous term. use personal reading, a range of dictionaries and previous knowledge to investigate words with common prefixes, suffixes, word roots.

**QCA Links**

Art and Design – 5A

### Rebels and Revolutions

#### Coverage of the Revised Strategy

to summarize a passage, chapter or text in a specified number of words.

to secure understanding of the features of non-chronological reports

- introductions to orientate the reader
- use of generalisations to categorise
- language to describe and differentiate
- impersonal language
- mostly present tense

to use IT to plan, revise, edit writing to improve accuracy and to bring it to publication standard e.g. through compiling a class newspaper, paying attention to accuracy, layout and presentation.

to appraise a text quickly and effectively, to retrieve information from it,

to find information quickly and evaluate its value.

to secure the skills of skimming, scanning and efficient reading so that research is fast and effective.

to investigate meanings and spellings of connectives, therefore, notwithstanding, furthermore etc, link to sentence level work on connectives.

#### QCA Links

Citizenship – 05, 07, 11

### Secrets of the Sky

#### Coverage of the Revised Strategy

to secure understanding of the features of non-chronological reports

- introductions to orientate the reader
- use of generalisations to categorise
- language to describe and differentiate
- impersonal language
- mostly present tense

to develop a journalistic style through considering,

- balanced and ethical reporting
- what is of public interest in events
- the interest of the reader
- selection and presentation of information.

to use the styles and convention of journalism to report on e.g. real or imagined events.

to analyse how messages, moods, feelings and attitudes are conveyed in poetry.

to read and interpret poems in which meanings are implied or multi-layered, to discuss, interpret challenging poems with others.

to recognise how arguments are constructed to be effective through e.g.

- the expression, sequence and linking of points
- the provision of persuasive examples, illustrations and evidence
- pre-empting or answering potential objections
- appealing to the known views and feelings of the audience

to secure understanding of the features of explanatory texts from year 5 term 2.

to appraise a text quickly and effectively, to retrieve information from it,

to find information quickly and evaluate its value.

to secure the skills of skimming, scanning and efficient reading so that research is fast and effective.

to select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.

to use root words, prefixes and suffixes as a support for spelling e.g. aero, aqua, audi, bi, cede, clude, con, cred, duo, log(o)(y), hyd(ro)(ra), in micro,oct,photo, port, prim, scribe, scope, sub, tele, tri, ex.

to extend work on word origins and derivations from previous term. use personal reading, a range of dictionaries and previous knowledge to investigate words with common prefixes, suffixes, word roots.

## Shifting Perspectives

**Coverage of the Revised Strategy**

to secure understanding of the features of non-chronological reports

- introductions to orientate the reader
- use of generalisations to categorise
- language to describe and differentiate
- impersonal language
- mostly present tense

to construct effective arguments

- developing a point logically and effectively
- supporting and illustrating points persuasively
- anticipating possible objections
- harnessing the known views, interests and feelings of the audience

tailoring the writing to formal presentation where appropriate

to secure understanding of the features of explanatory texts from year 5 term 2.

to appraise a text quickly and effectively, to retrieve information from it, to find information quickly and evaluate its value.

to secure the skills of skimming, scanning and efficient reading so that research is fast and effective.

**QCA Links**

Citizenship 05

## The Invisible World

**Coverage of the Revised Strategy**

to secure understanding of the features of non-chronological reports

- introductions to orientate the reader
- use of generalisations to categorise
- language to describe and differentiate
- impersonal language
- mostly present tense

to write non-chronological reports linked to other subjects.

to use IT to plan, revise, edit writing to improve accuracy and to bring it to publication standard e.g. through compiling a class newspaper, paying attention to accuracy, layout and presentation.

to identify the features of balanced written arguments which e.g.,

- summarise different sides of an argument
- clarify the strengths and weaknesses of different positions
- signal personal opinion clearly.

to secure understanding of the features of explanatory texts from year 5 term 2.

to appraise a text quickly and effectively, to retrieve information from it,

to find information quickly and evaluate its value.

to secure the skills of skimming, scanning and efficient reading so that research is fast and effective.

to select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.

**QCA Links**

Science – 6B

## The Weather Engine

**Coverage of the Revised Strategy**

to secure understanding of the features of non-chronological reports

- introductions to orientate the reader
- use of generalisations to categorise
- language to describe and differentiate
- impersonal language
- mostly present tense

to use the styles and convention of journalism to report on e.g. real or imagined events.

to write non-chronological reports linked to other subjects.

to use IT to plan, revise, edit writing to improve accuracy and to bring it to publication standard e.g. through compiling a class newspaper, paying attention to accuracy, layout and presentation.

to recognise how arguments are constructed to be effective through e.g.

- the expression, sequence and linking of points
- the provision of persuasive examples, illustrations and evidence
- pre-empting or answering potential objections
- appealing to the known views and feelings of the audience

to appraise a text quickly and effectively, to retrieve information from it,

to find information quickly and evaluate its value.

to secure the skills of skimming, scanning and efficient reading so that research is fast and effective.

to understand how new words have been added to the language e.g. trainers, wheelie

to extend work on word origins and derivations from previous term. use personal reading, a range of dictionaries and previous knowledge to investigate words with common prefixes, suffixes, word roots.

**QCA Links**

Geography – 15

## Tides of Change

**Coverage of the Revised Strategy**

to secure understanding of the features of non-chronological reports

- introductions to orientate the reader
- use of generalisations to categorise
- language to describe and differentiate
- impersonal language
- mostly present tense

to construct effective arguments

- developing a point logically and effectively
- supporting and illustrating points persuasively
- anticipating possible objections
- harnessing the known views, interests and feelings of the audience

tailoring the writing to formal presentation where appropriate

to appraise a text quickly and effectively, to retrieve information from it,

to find information quickly and evaluate its value.

to secure the skills of skimming, scanning and efficient reading so that research is fast and effective.

**QCA Links**

Citizenship – 05

Geography – 25