
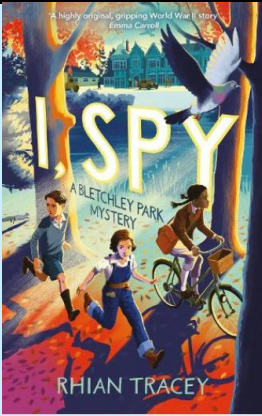



What's happening this half term: Formal letter writing based on 'Dear Parents' by John Mayhew		Year 5 Autumn Term 1 English		Year 5 National Curriculum content																			
<ul style="list-style-type: none"> Creating a formal tone Using modal verbs to indicate possibility <p>Biographical Account of Life and achievements of Sir Tim Berners-Lee</p> <ul style="list-style-type: none"> Use commas to clarify meaning Proofread and propose changes to punctuation <p>Newspaper report about the Blitz</p> <ul style="list-style-type: none"> To use commas to indicate parenthesis Select appropriate grammar and vocabulary by using direct and reported speech. 		 <p>WORLD WAR II</p> <p>Some words to learn to spell this half term:</p> <table border="1"> <tr> <td>foreign</td> <td>achieve</td> <td>language</td> </tr> <tr> <td>desperate</td> <td>recognise</td> <td>sincerely</td> </tr> <tr> <td>suggest</td> <td>account</td> <td>document</td> </tr> <tr> <td>desire</td> <td>humble</td> <td>inspire</td> </tr> <tr> <td>barrage</td> <td>urgency</td> <td>dense</td> </tr> <tr> <td>raid</td> <td>devastate</td> <td>gadget</td> </tr> </table>		foreign	achieve	language	desperate	recognise	sincerely	suggest	account	document	desire	humble	inspire	barrage	urgency	dense	raid	devastate	gadget	<p>Word</p> <ul style="list-style-type: none"> Converting nouns or adjectives into verbs using suffixes e.g. -ate, -ise, -ify Verb prefixes e.g. dis-, de-, mis-, over-, re- 	
foreign	achieve			language																			
desperate	recognise	sincerely																					
suggest	account	document																					
desire	humble	inspire																					
barrage	urgency	dense																					
raid	devastate	gadget																					
		<p>Sentence</p> <ul style="list-style-type: none"> Relative clauses beginning with who, which, where, when whose, that, or an omitted relative pronoun. Indicating degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must. 																					
		<p>Text</p> <ul style="list-style-type: none"> Devices to build cohesion within a paragraph e.g. then, after that, this, firstly Linking ideas across paragraphs using adverbials of time, place and number, or tense choices e.g. <i>he had seen her before.</i> 																					
		<p>Punctuation</p> <ul style="list-style-type: none"> Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity. 																					
<p>Ideas for reading this half-term:</p> <p>As a class, we will be reading 'I Spy' by Rhian Tracey, a story based in Bletchley Park at the start of WW2 based on true events.</p> <p>You may wish to read another book based on our World War 2 topic, such as 'Goodnight Mr Tom' or 'War Horse'</p>		 		<p>Key vocabulary: Tier 2 and 3</p>																			
				<p>Modal verb</p> <p>An additional verb that qualifies the main verb in a sentence, e.g. must, should, could, might, may, will...</p>																			
				<p>Cohesion</p> <p>The structure, grouping, linking and ordering of information to create meaning</p>																			
				<p>Relative Clause</p> <p>A word that is used to introduce a relative clause e.g. which, who, whose, that</p>																			
				<p>Clause</p> <p>Part of a sentence that does not make sense on its own, e.g. kicking the ball</p>																			
<p>Examples of sentences taught this half-term, including 'Alan Peat' sentences:</p>		<p>1st Sentence type: Noun/which/who/where (relative clause) Mr Tims, who is my favourite teacher, is leaving the school soon</p>																					
		<p>2nd Sentence type: An ing, ed sentence. Driving to town, he stopped to watch the UFO.</p>																					
		<p>3rd Sentence type: 2 pairs sentence. Exhausted and tired, cold and hungry, they did not know how much further they could go.</p>																					