

Year 5/6 English Long-Term Plan: 2021-2022

	Reading: decoding	Reading: comprehension	Writing: transcription	Writing: grammar, vocabulary and punctuation	Writing: composition	Assessments
Autumn 1 Topic: Living Locally Fiction: Folk Tales <i>Northumberland Folk Tales</i> - Malcolm Green <i>Northumberland Folk Tales</i> - Rosalind Kerven Poetry: Take One Poet: Benjamin Zephaniah Poetry using figurative language Non-Fiction: Persuasive writing: Visit Northumberland Class Novel: <i>The Kingdom by the Sea</i> - Robert Westall	Individual Reading: 1-1 reading 2x a week. <i>Accelerated Reader</i> sessions 2x a week. Guided Reading: Weekly activities exploring a variety of texts and extracts, including the class novel, folk tales, poetry and non-fiction texts. Shared Reading: Class novel <i>Northumberland Folk Tales</i> Poems by Benjamin Zephaniah and other poets. A range of promotional materials. Reading aloud/ Performance: Read own writing aloud to a partner, group or the whole class. Prepare poems to read aloud and perform.	Explore and discuss a variety of texts, including the class novel and texts met in Shared and Guided Reading activities. *Summarise and precis information and ideas from more than one paragraph. *Participate in discussions on texts confidently and constructively. *Make thoughtful predictions and inferences. *Give a personal response to a text with well-argued reasons. *Provide evidence for opinions, predictions, inferences and responses by making reference to the text. *Begin to discuss and explain the use of language techniques and word choices in a text, using relevant technical terms. *Begin to identify, compare and contrast themes and conventions in and across texts.	Handwriting: Handwriting practice through spelling, vocabulary and writing activities to produce neat, joined, fluent and consistent handwriting across the curriculum. Building stamina for writing. Identification of, and activities to support, individual handwriting targets. Spelling: Weekly spellings following Time Zone's' spelling programme based on National Curriculum requirements, including spelling patterns and statutory word lists. Groups working on LKS2 word revision, Year 5 or Year 6 focus statutory words. Spelling patterns: words ending in -cious/-tious; -cial/tial; homophones; words containing 'ough'. Dictation of sentences for handwriting and spelling to increase retention of spellings; fluency and speed of writing.	Vocabulary: *Word of the Day activities to explore vocabulary relevant to shared texts, history, geography or science units. Sentence structure: *Revise, recognise and use all parts of speech appropriately. *Recognise, choose and use a variety of verb tenses accurately and appropriately, including simple, progressive and perfect past and present. *Revise use of conjunctions. *Revise use and punctuation of main and subordinate clauses. *Revise use and punctuation of fronted adverbials. *Revise and practise writing a variety of sentence types with different sentence structures. *Use a wider range of more complex sentence openers. Punctuation: *Use a wide range of punctuation correctly and consistently, including capitals, full stops, question and exclamation marks and apostrophes. *Revise and use full punctuation rules for direct speech. *Use commas to separate clauses, clarify meaning and for parenthesis. *Use brackets and dashes for parenthesis.	Fiction: Folk Tales Create character and setting descriptions using a variety of stylistic features for purpose and effect. Poetry: Take One Poet Explore the poetry of Benjamin Zephaniah and create poems inspired by his work. Figurative Language Poems Explore, compare and contrast poems using figurative language; create poems using these techniques. Non-Fiction: Persuasive Writing Create promotional literature to publicize Northumberland. Text structure and organization: *Use and change paragraphs accurately and consistently. *Use devices to build cohesion within paragraphs: adverbs, pronouns, conjunctions. *Begin to link ideas and build cohesion across paragraphs: adverbs and tense choices. Composition and effect: *Plan writing by noting and developing initial ideas; thinking about how authors have developed their characters and settings. *Create and describe settings, characters, and atmosphere. *Use a variety of stylistic features for purpose/effect. *Evaluate, edit and proofread texts.	Writing Assessments: Beginning of year Independent Write Character and setting descriptions Poetry Promotional Leaflet Spelling, Grammar and Punctuation Assessments: Weekly spelling tests Grammar and punctuation assessments Reading Assessments: <i>Accelerated Reader</i> quizzes and reports Guided reading activities Comprehension assessments and SATs reading paper Spoken Language Assessments: Reading own writing aloud to partner/group/class Poetry performance
Autumn 2 Topic:	Individual Reading:	Explore and discuss a variety of texts,	Handwriting:	Vocabulary:	Fiction: Letter writing	Writing Assessments:



<p>Living Locally</p> <p>Fiction: Letter writing in role - formal/informal <i>The Kingdom by the Sea</i> - Robert Westall Ghost/suspense stories - <i>A Christmas Carol</i> - Charles Dickens</p> <p>Non-Fiction: Discussion text/Debate: the refugee crisis Shaun Tan - <i>The Lost Thing, Arrival</i></p> <p>Class Novel: <i>The Kingdom by the Sea</i> - Robert Westall</p>	<p>1-1 reading 2x a week. <i>Accelerated Reader</i> sessions 2x a week.</p> <p>Guided Reading: Weekly activities exploring a variety of texts and extracts, including the class novel, ghost/suspense stories and non-fiction texts.</p> <p>Shared Reading: Class novel <i>The Lost Thing Arrival</i> <i>A Christmas Carol</i> Discussion texts Ghost/suspense stories</p> <p>Reading aloud/ Performance: Read own writing aloud to a partner, group or the whole class. Participate constructively in role plays, improvisations and debates.</p>	<p>including the class novel and texts met in Shared and Guided Reading activities.</p> <ul style="list-style-type: none"> *Summarise and precis information and ideas from more than one paragraph. *Independently use a dictionary and thesaurus. *Participate in discussions on texts confidently and constructively. *Make thoughtful predictions and inferences. *Give a personal response to a text with well-argued reasons. *Provide evidence for opinions, predictions, inferences and responses by making reference to the text. *Discuss and explain the use of language techniques, using relevant technical terms. *Discuss and evaluate how authors use language for impact and to provoke reactions. *Identify and compare social, cultural and historical themes and conventions in and across texts. *Compare characters and settings in and across texts. 	<p>Handwriting practice through spelling, vocabulary and writing activities to produce neat, joined, fluent and consistent handwriting across the curriculum. Building stamina for writing. Activities to support, individual handwriting targets.</p> <p>Spelling: Weekly spellings following Time Zone's spelling programme based on National Curriculum requirements, including spelling patterns and statutory word lists. Groups working on LKS2 word revision, Year 5 or Year 6 focus statutory words.</p> <p>Spelling patterns: words ending in -ant/-ance/ancy; -ent/-ence/-ency; homophones; 'i' spelled 'ei' after c.</p> <p>Dictation of sentences for handwriting and spelling to increase retention of spellings; fluency and speed of writing.</p>	<p>*Word of the Day activities to explore vocabulary relevant to shared texts, history, geography or science units.</p> <p>Sentence structure: *Recognise and use main and subordinate clauses in different ways for effect. *Use relative clauses beginning with who, which, where, when, why, whose or that. *Recognise, choose and use a variety of verb tenses including simple, progressive and perfect past and present. *Use modal verbs and adverbs to indicate possibility. *Recognise and use the passive form. *Recognise and use vocabulary and structures appropriate for formal speech and writing. *Choose and use for effect a variety of sentence types, structures and lengths. *Use a wider range of more complex sentence openers.</p> <p>Punctuation: *Use a wide range of punctuation correctly and consistently, including capitals, full stops, question and exclamation marks and apostrophes. *Use commas to separate clauses, clarify meaning and for parenthesis. *Use brackets and dashes for parenthesis. *Use semi-colons, colons and dashes to mark the boundary between independent clauses. *Recognise and use correct punctuation for direct and recorded speech.</p>	<p>Write informal and formal letters in role as characters from a novel.</p> <p>Ghost/suspense stories Use techniques to build suspense to write episodes from a ghost story.</p> <p>Non-Fiction: Discussion Texts Research, identify and write key arguments for and against an issue in a discussion text. Prepare arguments for, and take part in, a debate.</p> <p>Text structure and organization: *Use and change paragraphs accurately and consistently. *Use devices to build cohesion within paragraphs: adverbs, pronouns, conjunctions. *Link ideas and build cohesion across paragraphs: adverbs, tense choices, repeated words. *Use dialogue in narratives to convey character and advance the action.</p> <p>Composition and effect: *Plan writing by noting and developing initial ideas; thinking about how authors have developed their characters and settings; drawing on reading/research. *Create and describe settings, characters, and atmosphere. *Use a variety of stylistic features for purpose/effect. *Use techniques to engage the reader e.g., create suspense. *Choose appropriate register for degrees of formality. *Evaluate, edit and proofread texts.</p>	<p>Formal and informal letters Ghost story Discussion text</p> <p>Spelling, Grammar and Punctuation Assessments: Weekly spelling tests Grammar and punctuation assessments and SATs GPS paper</p> <p>Reading Assessments: <i>Accelerated Reader</i> quizzes and reports Guided reading activities Comprehension assessments and SATs reading paper</p> <p>Spoken Language Assessments: Reading own writing aloud to group/class Contribute to a class debate Taking part in drama-based activities: hot-seating; conscience alley; freeze frame</p>
<p>Spring 1 Topic: The Maya</p>	<p>Individual Reading: 1-1 reading 2x a week. <i>Accelerated Reader</i> sessions 2x a week.</p>	<p>Explore and discuss a variety of texts, including the class novel and texts met in Shared</p>	<p>Handwriting: Handwriting practice through spelling, vocabulary and writing activities to produce neat, joined, fluent</p>	<p>Vocabulary: *Word of the Day activities to explore vocabulary relevant to shared texts, history, geography or science units.</p>	<p>Fiction: Time-slip narrative Write a Mayan time-slip story. Poetry: Take One Poet</p>	<p>Writing Assessments: Time-slip story Poems</p>



<p>Fiction: Time-slip narrative <i>The Garden</i> – Dyan Sheldon <i>Tom's Midnight Garden</i> – Phillippa Pearce</p> <p>Poetry: Take One Poet: Joseph Coelho – <i>Overheard in a Tower Block</i> Short form poems: tetractys, tanka, cinquain</p> <p>Non-Fiction: Non-chronological report: the production of a chocolate bar</p> <p>Class Novel: <i>Tom's Midnight Garden</i> – Phillippa Pearce</p>	<p>Guided Reading: Weekly activities exploring a variety of texts and extracts, including the class novel, poetry, time-slip stories and non-fiction texts.</p> <p>Shared Reading: Class novel Time slip stories Poetry Non-chronological reports</p> <p>Reading aloud/ Performance: Read own writing aloud to a partner, group or the whole class. Prepare poems to read aloud and perform in a poetry assembly.</p>	<p>and Guided Reading activities.</p> <ul style="list-style-type: none"> *Summarise and precis information and ideas from more than one paragraph. *Retrieve, record and present information from non-fiction texts. *Participate in discussions on texts confidently and constructively. *Provide evidence for opinions, predictions, inferences and responses by making reference to the text. *Identify how language, structure and presentation contribute to meaning. *Discuss and explain the use of language techniques, using relevant technical terms. *Discuss and evaluate how authors use language for impact and to provoke reactions. *Identify and compare social, cultural and historical themes and conventions in and across texts. *Consider different accounts of events and discuss viewpoints, within a text and across more than one text. 	<p>and consistent handwriting across the curriculum. Building stamina for writing. Activities to support, individual handwriting targets.</p> <p>Spelling: Weekly spellings following Time Zone's spelling programme based on National Curriculum requirements, including spelling patterns and statutory word lists. Groups working on Year 5 or Year 6 focus statutory words. Spelling patterns: words ending a-able/-ably; -ible/-ibly; homophones; silent letters.</p> <p>Dictation of sentences for handwriting and spelling to increase retention of spellings; fluency and speed of writing.</p>	<p>Sentence structure: *Recognise and use main and subordinate clauses in different ways for effect. *Use relative clauses beginning with who, which, where, when, why, whose or that. *Recognise, choose and use a variety of verb tenses including simple, progressive and perfect past and present. *Use modal verbs and adverbs to indicate possibility. *Recognise and use the passive form. *Recognise and use vocabulary and structures appropriate for formal speech and writing. *Choose and use for effect a variety of sentence types, structures and lengths. *Use a wider range of more complex sentence openers.</p> <p>Punctuation: *Use commas to separate clauses, clarify meaning and for parenthesis. *Use brackets and dashes for parenthesis. *Use semi-colons, colons and dashes to mark the boundary between independent clauses. *Punctuate lists and bullet points correctly. *Recognise and use correct punctuation for direct and recorded speech. *Use ellipsis effectively.</p>	<p>Explore the poetry of Joseph Coelho and create poems inspired by his work. Short form poetry Write short form poems. Non-Fiction: Non-chronological Report Write an information report on the production of chocolate. Text structure and organization: *Use and change paragraphs accurately and consistently. *Use devices to build cohesion within paragraphs: adverbs, pronouns, conjunctions. *Link ideas and build cohesion across paragraphs: adverbs, tense choices, repeated words. *Use dialogue in narratives to convey character and advance the action. *Use a wide range of presentational and organizational devices. Composition and effect: *Write effectively, establishing and maintaining a clear purpose and choosing content to inform/engage the reader. *Create and describe settings, characters, and atmosphere. *Use expanded noun phrases to convey complicated information concisely. *Use a variety of stylistic features for purpose/effect. *Use a variety of techniques to engage the reader. *Evaluate, edit and proofread texts.</p>	<p>Non-chronological report</p> <p>Spelling, Grammar and Punctuation Assessments: Weekly spelling tests Grammar and punctuation assessments and GPS SATs paper</p> <p>Reading Assessments: <i>Accelerated Reader</i> quizzes and reports Guided reading activities Comprehension assessments and SATs reading paper</p> <p>Spoken Language Assessments: Reading own writing aloud to group/class Poetry performance Class poetry assembly</p>
<p>Spring 2 Topic: The Maya</p> <p>Fiction: Story from another culture:</p>	<p>Individual Reading: 1-1 reading 2x a week. <i>Accelerated Reader</i> sessions 2x a week.</p> <p>Guided Reading:</p>	<p>Explore and discuss a variety of texts, including the class novel and texts met in Shared and Guided Reading activities. *Summarise and precis information and ideas</p>	<p>Handwriting: Handwriting practice through spelling, vocabulary and writing activities to produce neat, joined, fluent and consistent handwriting across the curriculum.</p>	<p>Vocabulary: *Word of the Day activities to explore vocabulary relevant to shared texts, history, geography or science units.</p> <p>Sentence structure:</p>	<p>Fiction: Story from another culture Write a story inspired by the class novel, set in South Africa Non-fiction: Biography Research and write a biography of Nelson Mandela</p>	<p>Writing Assessments: Story from another culture Biography Historical recount</p>



<p><i>Journey to Jo'burg</i> - Beverley Naidoo</p> <p>Non-Fiction: Biography: Nelson Mandela Extracts from: <i>Long Walk to Freedom</i> - Nelson Mandela</p> <p>Historical recount - The decline of Mayan civilization</p> <p>Class Novel: <i>Journey to Jo'burg</i> - Beverley Naidoo</p>	<p>Weekly activities exploring a variety of texts and extracts, including the class novel, biographies, recounts and other non-fiction texts.</p> <p>Shared Reading: Class novel <i>Long Walk to Freedom</i> Biographies Recounts</p> <p>Reading aloud/ Performance: Read own writing aloud to a partner, group or the whole class. Participate constructively in role plays, improvisations and debates.</p>	<p>from more than one paragraph. *Independently use a dictionary and thesaurus. *Retrieve, record and present information from non-fiction texts. *Participate in discussions on texts confidently and constructively. *Give reasons for the use of a wide range of organisational and presentation features. *Provide evidence for opinions, predictions, inferences and responses by making reference to the text. *Identify how language, structure and presentation contribute to meaning. *Discuss and evaluate how authors use language for impact and to provoke reactions. *Identify and compare social, cultural and historical themes and conventions in and across texts. *Consider different accounts of events and discuss viewpoints, within and across texts.</p>	<p>Activities to support, individual handwriting targets.</p> <p>Spelling: Weekly spellings following Time Zone's spelling programme based on National Curriculum requirements, including spelling patterns and statutory word lists. Groups working on Year 5 or Year 6 focus statutory words. Spelling patterns: suffix -fer; use of hyphen; homophones; revision of statutory words.</p> <p>Dictation of sentences for handwriting and spelling to increase retention of spellings; fluency and speed of writing.</p>	<p>*Use a range of clauses - relative, embedded and subordinating - to add detail, express time, show contrast, concession or cause and effect. *Revise, choose and use a variety of verb tenses including simple, progressive and perfect past and present. *Revise the use of modal verbs and adverbs to indicate possibility. *Revise and use the passive form. *Revise, choose and use for effect a variety of sentence types, structures and lengths. *Revise and use a wide and varied range of more complex sentence openers.</p> <p>Punctuation: *Revise use of commas to separate clauses, clarify meaning and for parenthesis. *Revise use brackets and dashes for parenthesis. *Revise use of semi-colons, colons and dashes to mark the boundary between independent clauses. *Revise punctuation of lists and bullet points. *Use hyphens to avoid ambiguity. *Revise and use correct punctuation for direct and recorded speech. *Use ellipsis effectively.</p>	<p>Non-fiction: Historical Recount Research and write an account of the decline of Mayan civilization.</p> <p>Text structure and organization: *Use and change paragraphs accurately and consistently. *Revise and use devices to build cohesion within paragraphs. *Revise devices for linking ideas and building cohesion across paragraphs. *Effectively integrate dialogue in narratives to convey character/advance the action. *Choose and use a wide range of presentational and organizational devices to structure texts.</p> <p>Composition and effect: *Write effectively, with a clear purpose, choosing content to inform/engage. *Select appropriate grammar/ vocabulary and understand how choices change and enhance the meaning of writing. *Revise using stylistic features for purpose/effect. *Revise techniques to engage the reader. *Evaluate, edit and proofread texts.</p>	<p>Spelling, Grammar and Punctuation Assessments: Weekly spelling tests Grammar and punctuation assessments and GPS SATs paper</p> <p>Reading Assessments: <i>Accelerated Reader</i> quizzes and reports Guided reading activities Comprehension assessments and SATs reading paper</p> <p>Spoken Language Assessments: Reading own writing aloud to group/class Taking part in drama-based activities: hot-seating; conscience alley; freeze frame</p>
<p>Summer 1 Topic: Healthy Humans</p> <p>Poetry: Performance poetry: rap and song lyrics Rap poets <i>Hip Hop Speaks to Children</i> - Nicky Giovanni</p>	<p>Individual Reading: 1-1 reading 2x a week. <i>Accelerated Reader</i> sessions 2x a week.</p> <p>Guided Reading: Weekly activities exploring a variety of texts and extracts, including the class</p>	<p>Explore and discuss a variety of texts, including the class novel and texts met in Shared and Guided Reading activities.</p> <p>*Revision of retrieval and inference skills in preparation for SATs reading assessment.</p>	<p>Handwriting: Handwriting practice through spelling, vocabulary and writing activities to produce neat, joined, fluent and consistent handwriting across the curriculum. Activities to support, individual handwriting targets.</p>	<p>Vocabulary: *Word of the Day activities to explore vocabulary relevant to shared texts, history, geography or science units.</p> <p>Sentence structure: *Revision of sentence objectives, as identified by AfL.</p>	<p>Poetry: Rap and Song Lyrics Write and perform rap poems and poems inspired by song lyrics.</p> <p>Non-Fiction: Explanation Texts Write an explanation text linked to Healthy Humans topic and/or learning from</p>	<p>Writing Assessments: Poetry Explanation text</p> <p>Spelling, Grammar and Punctuation Assessments: Weekly spelling tests SATs</p>



<p>Non-Fiction: Explanation text linked to Healthy Human topic or science unit: Circulatory system</p> <p>Class Novel: <i>There's A Boy in the Girl's Bathroom</i> - Louis Sachar</p>	<p>novel, poetry, explanation texts and other non-fiction.</p> <p>Shared Reading: Class novel Poetry Explanation texts</p> <p>Reading aloud/ Performance: Read own writing aloud to a partner, group or the whole class. Prepare poems to read aloud and perform.</p>	<p>*Activities to support class and individual reading targets.</p>	<p>Spelling: Weekly spellings following Time Zone's spelling programme based on National Curriculum requirements, including spelling patterns and statutory word lists. Groups working on Year 5 or Year 6 focus statutory words. Spelling patterns: words ending in -able/-ably; -ible/ibly; homophones; statutory word revision.</p> <p>Dictation of sentences for handwriting and spelling to increase retention of spellings; fluency and speed of writing.</p>	<p>*Activities to support class and individual targets.</p> <p>Punctuation: *Revision of punctuation objectives, as identified by AfL.</p> <p>*Activities to support class and individual targets.</p>	<p>science unit: Circulatory System.</p> <p>Text structure and organization: *Revision of structure and organization objectives, as identified by AfL.</p> <p>*Activities to support class and individual targets.</p> <p>Composition and effect: *Revision of composition and effect objectives, as identified by AfL.</p> <p>*Activities to support class and individual targets.</p>	<p>Reading Assessments: <i>Accelerated Reader</i> quizzes and reports Guided reading activities SATs</p> <p>Spoken Language Assessment: Reading own writing aloud to group/class Poetry performance</p>
<p>Summer 2 Topic: Tectonics</p> <p>Fiction: Take One Book: <i>Running Wild</i> - Michael Morpurgo Diary entry/recount in role Composition in genre of children's own choice</p> <p>Non-Fiction: Newspaper Reports</p>	<p>Individual Reading: 1-1 reading 2x a week. <i>Accelerated Reader</i> sessions 2x a week.</p> <p>Guided Reading: Weekly activities exploring a variety of texts and extracts, including the class novel, newspaper reports, diaries and other non-fiction.</p> <p>Shared Reading: <i>Running Wild</i></p>	<p>Explore and discuss a variety of texts, including the class novel and texts met in Shared and Guided Reading activities.</p> <p>*Revision of reading objectives, as identified by AfL, including those listed below.</p> <p>*Participate in discussions on texts confidently and constructively.</p> <p>*Make thoughtful predictions and inferences.</p>	<p>Handwriting: Handwriting practice through spelling, vocabulary and writing activities to produce neat, joined, fluent and consistent handwriting across the curriculum. Activities to support, individual handwriting targets.</p> <p>Spelling: Weekly spellings following Time Zone's spelling programme based on National Curriculum requirements, including</p>	<p>Vocabulary: *Word of the Day activities to explore vocabulary relevant to shared texts, history, geography or science units.</p> <p>Sentence structure: *Revision of sentence objectives, as identified by AfL.</p> <p>*Activities to support class and individual targets.</p> <p>Punctuation: *Revision of punctuation objectives, as identified by AfL.</p>	<p>Fiction: Diary entry/recount Write a diary entry/recount in role as a character from <i>Running Wild</i>. Genre of children's own choice Write a piece of work inspired by <i>Running Wild</i>, in a genre chosen by children. Non-Fiction: Newspaper report Write a newspaper report of the Boxing Day tsunami.</p> <p>Text structure and organization:</p>	<p>Writing Assessments: Newspaper report Diary/recount in role Genre of children's own choice</p> <p>Spelling, Grammar and Punctuation Assessments: Weekly spelling tests Grammar and punctuation assessments</p> <p>Reading Assessments:</p>



A Small School with a BIG Heart

Ellingham C of E
Primary School

<p>Class Novel: <i>Running Wild</i> - Michael Morpurgo</p>	<p>Newspaper reports Diary entries/ recounts</p> <p>Reading aloud/ Performance: Read own writing aloud to a partner, group or the whole class. Give a formal presentation on a subject connected to <i>Running Wild</i>. Participate in end of year production.</p>	<p>*Retrieve, record and present information from non-fiction texts. *Give a personal response to a text with well- argued reasons. *Provide evidence for opinions, predictions, inferences and responses by making reference to the text. *Discuss and evaluate how authors use language for impact and to provoke reactions. *Identify and compare social, cultural and historical themes and conventions in and across texts. *Consider different accounts of events and discuss viewpoints, within and across texts. *Activities to support class and individual reading targets.</p>	<p>spelling patterns and statutory word lists. Groups working on revising Year 5 or Year 6 focus statutory words. Spelling patterns: revision of statutory words and spelling patterns.</p> <p>Dictation of sentences for handwriting and spelling to increase retention of spellings; fluency and speed of writing.</p>	<p>*Activities to support class and individual targets.</p>	<p>*Revision of structure and organization objectives, as identified by AfL.</p> <p>*Activities to support class and individual targets.</p> <p>Composition and effect: *Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own.</p> <p>*Revision of other composition and effect objectives, as identified by AfL.</p> <p>*Activities to support class and individual targets.</p>	<p><i>Accelerated Reader</i> quizzes and reports Guided reading activities</p> <p>Spoken Language Assessment: Reading own writing aloud to group/class Giving a presentation Taking part in drama- based activities: hot-seating; conscience alley; freeze frame Taking part in end of year production</p>
---	--	---	--	---	--	---