

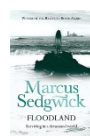


Term English Overview

Year 5/6 B	Autumn		Spring		Summer	
Book	 <p>Letters from the lighthouse – Emma Carroll</p>		 <p>The sleeper and the spindle -Neil Gaimon</p>		 <p>Floodland - Marcus Sedgwick</p>	
PSED and Themes School virtues	Historical fiction		Twisted traditional tale		Dystopian fiction	
	Adventure Diversity		Journey Feminism Duty		Science Survival	
Poetry	Classical Sonnets/ballads		Poet study – Phillip Gross		Theme – Changes	
	Y5	Y6	Y5	Y6	Y5	Y6
	<p>Narrative 1 – Characterisation (flashback)</p> <p>Independent use of a 5 part planning tool planning to create a non-linear story, varying connections in paragraphs, introducing relative clauses and developed complex sentences: Expanded –ed clauses as starters e.g. Encouraged by the bright weather, Jane set out for a long walk. Terrified by the dragon, George fell to his knees.</p>	<p>Narrative 1 – Characterisation (flashback)</p> <p>Secure use of planning to create a non-linear story, arranging paragraphs carefully, using a range of devices to signal the narrative moving backwards and forwards in time and maintaining plot consistency. Use year 5/6 toolkit features.</p>	<p>Narrative 2 – dialogue</p> <p>Independent use of a 5-part planning tool to create a sequel where dialogue is further integrated at specific points to support the writer’s interpretation of the characters and their relationship with one another. Use some features of the y5/6 toolkit.</p> <p>(speech + verb + action) e.g. “Stop!” he shouted, picking up the stick and running after the thief.</p>	<p>Narrative 2- dialogue</p> <p>As Y5 but most features of the y5/6 toolkit.</p> <ul style="list-style-type: none"> - Dialogue is punctuated correctly and is on a separate line for conversation. 	<p>Narrative 3 – setting focus</p> <p>Independent use of a 5-part planning tool to create an opening around a setting.</p> <ul style="list-style-type: none"> - Create strong sense of atmosphere using personification, similes and metaphors. - Build tension - Use action within a sentence of three 	<p>Narrative 3 – setting focus</p> <p>As Y5 but most features of the y5/6 toolkit.</p>
	<p>Recount 1 – diary</p> <p>Create a first-person recount about an historical event using a character’s perspective, using a range of multiclaue sentences, questions marks and brackets for parenthesis.</p>	<p>Recount 1 – diary</p> <p>Create a first-person recount about an historical event using a character’s perspective, maintaining cohesion through paragraphs using a range of devices.</p>	<p>Character description</p> <p>Create a character description written in the third person using appropriate tone. Hyphens are used to add character details and a range of single and multi-clause sentences are used.</p>	<p>Character description</p> <p>Create a character description written in the third person using appropriate tone. Hyphens are used to add characters details including the use of passive voice and a range of punctuation is used.</p>	<p>Information text 1</p> <p>Use a variety of ways to open texts and draw reader in and make the purpose clear Link ideas within and across paragraphs using a full range of connectives and signposts Use rhetorical questions to draw reader in.</p> <ul style="list-style-type: none"> • See skill progression document for full list 	<p>Information text 1</p> <p>Use range of techniques to involve the reader –comments, questions, observations, rhetorical questions. Use appropriate styles of writing.</p> <p>See skill progression document for full list</p>
	<p>Persuasion 1 (Radio broadcast to help the refugees)</p> <p>Write a persuasive piece, shifting levels of formality across the pieces e.g. an informal speech followed by a formal speech on the same subject. Consistently maintaining viewpoint. Broadcaster and then a guest on the show.</p>	<p>Persuasion 1 (Radio broadcast to help the refugees)</p> <p>Write an effective persuasive piece using techniques to influence the reader and adapting degrees of formality and informality, inc. vocabulary choices, to suit the form of the text.</p>	<p>Recount 3 – diary</p> <p>Create a first-person recount with an appropriate tone. Cohesive devices are used to support paragraphing and noun phrases are used to convey atmosphere and support imagery. A range of y5 punctuation is used.</p>	<p>Recount 3 – diary</p> <p>Create a first-person recount where ensuring the piece is coherently organised into paragraphs, with the day’s events developed (opening sets the time and place the days event conclude, looking ahead at the next) and expanded through descriptive detail using a range of cohesive devices.</p>	<p>Persuasion 2 (balanced argument)</p> <p>Create an argument which allows balanced coverage of view points</p> <p>See skill progression document for full list.</p>	<p>Persuasion 2 (balanced argument)</p> <p>See skill progression document for full list</p>
	<p>Recount 2 -newspaper report (about the rescue of the refugee boat at Budmouth Point)</p> <p>Write a newspaper report with a clear understanding of the audience, using brackets and dashes for parenthesis, expanded noun phrases and a range of multiclaue sentences. Focus on direct and indirect speech.</p>	<p>Recount 2 -newspaper report</p> <p>Write a newspaper report with a clear understanding of the audience, ensuring the correct level of formality throughout and powerful vocabulary choices to convey the tone.</p>	<p>Short narrative -suspense</p> <p>Create a short story opening that build suspense using some features from the y5/6 toolkit.</p> <ul style="list-style-type: none"> - Powerful vocabulary - Controlled use of Single and multiclaue sentences - Prepositional phrases 	<p>Short narrative – suspense</p> <p>Create a short story opening that build suspense using features from the y5/6 toolkit.</p> <ul style="list-style-type: none"> - Powerful vocabulary - Adverbs to indicate a degree of possibility. - Colons - Vivid description - Short single clause sentences for effect 		

