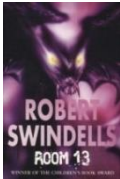
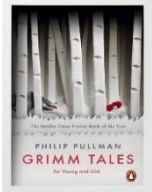

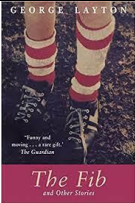


Term English overview

Year 5/6 Cycle A	Autumn		Spring		Summer	
Book	 <p>Room 13 – Robert Swindell</p>		 <p>Grimm tales – Phillip Pullman</p>		  <p>The Giant's Necklace – Michael Morpurgo The Fib</p>	
PSED and Themes School virtues	Fantasy chapter book		Twisted tales		Historical fiction	
	Friendship Vampires Courage		Good vs evil Stereotypes Courage		Bullying School Kindness	
Poetry	Performance poetry – Narrative		Poet Study – Joseph Coelho		Theme Poetry – Other worlds	
Independent Extended Writing Y5 A: 1 ½ - 2 A4 Sp/S – 2 A4 Y6 A: 2 A4 Sp/s: 2 – 2 ½ *These are a guide and are dependent on the type of writing you are doing	Y5 Narrative 1 – Characterisation 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.	Y6 Narrative 1 – Characterisation (conquering the monster) 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	Y5 Narrative 2 – dialogue 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. - (speech + verb + action) e.g. "Stop!" he shouted, picking up the stick and running after the thief.	Y6 Narrative 2- dialogue As Y5 but most features of the y5/6 toolkit. - Dialogue is punctuated correctly and is on a separate line for conversation.	Y5 Narrative 3 – setting focus Independent use of a 5-part planning tool to create an opening around a setting. - Create strong sense of atmosphere using personification, similes and metaphors. - Build tension Use action within a sentence of three	Y6 Narrative 3 – setting focus As Y5 but most features of the y5/6 toolkit.
	Y5 Recount 1 – diary 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.	Y6 Recount 1 – diary Create a first-person recount about an historical event using a character's perspective, maintaining cohesion through paragraphs using a range of devices.	Y5 Character description 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.	Y6 Character description 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.	Y5 Persuasion 2 (balanced argument) Create an argument which allows balanced coverage of view points See skill progression document for full list.	Y6 Persuasion 2 (balanced argument) See skill progression document for full list

Term English overview

	<p>Persuasion 1</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.</p>	<p>Y6</p> <p>Persuasion 1</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>Y5</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 <p>Prepositional phrases</p>	<p>Y6</p> <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 		
	<p>Y5</p> <p>Recount 2 -Non chronological report</p> <ul style="list-style-type: none"> • cohesion through a variety of devices within and across paragraphs • relative clauses with commas and brackets to add information • structured paragraphs linked with adverbials indicate degrees of possibility using modal verbs and adverbs 	<p>Y6</p> <p>Recount 2 -Non chronological report</p> <p>Use a range of skills from the progression document to create a detailed report</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>		