

Year 5/6 AUTUMN EVEN YEARS

TERM/ TOPIC	AUTUMN 1 - The Greeks	AUTUMN 2 – The Greeks
Unit	1A -Fiction Genres 2A - Authors and Texts	3A - Traditional stories, fables, myths, legends 2B - Persuasive Writing (Linked to the Elgin Marbles) -Topic 2A- Arguments Topic/ English – Should we have mobile phone in school/should we wear uniform to school
Core texts	Who let the Gods out -Maz Evans	Myths and Legends / Hercules
Range of writing outcomes	<ul style="list-style-type: none"> • Non-chronological texts • Dialogues • Setting descriptions • Character profiles • Short stories • Letter of application (formal) • Report • Instructions • Diary writing • Informal letter 	<ul style="list-style-type: none"> • Improve a myth • Write a myth • Write an argument
Unit objectives	<ul style="list-style-type: none"> ✓ Written in past tense, occasionally these are told in the present tense ✓ Told sequentially and non-sequentially (e.g. flashbacks) ✓ Descriptions of characters, setting & atmosphere developed through vocab choices ✓ Dialogue is used to convey characters' thoughts and to move the narrative forward ✓ Choose between vocabulary typical of informal and formal speech ✓ The passive voice can be used ✓ Conditional forms such as the subjunctive form to hypothesise. ✓ Past perfect progressive forms can be used to indicate specific points in time ✓ Create cohesion across paragraphs using a wider range of cohesive devices ✓ Colons, semi-colons and dashes can be used to separate and link ideas ✓ Use brackets, dashes and commas ✓ Use show not tell using actions ✓ Use detail to create atmosphere including a range of figurative language ✓ Use a range of devices to start a story – action, speech, description, etc. ✓ Use of relative clauses ✓ Start sentences in a range of different ways 	<ul style="list-style-type: none"> ✓ Rhetorical questions ✓ Modal verbs ✓ Second person for appealing to the reader ✓ Adjectives – repetition to persuade, Noun phrases, repetition, determiners – most, some, few, Adverbials ✓ Passive voice for formal texts ✓ Subjunctive form ✓ Present tense, present perfect ✓ Heading and subheadings / Paragraphs ✓ Layout devices such as diagrams, illustrations, ✓ Colons and semi-colons can be useful for separating and linking these ideas
Outcomes	<p><u>Fiction Genres</u></p> <ul style="list-style-type: none"> ✓ Identify and discuss the features of different genres of children's fiction. ✓ Explain reading preferences and express their opinion of a story. ✓ Analyse the language and organisational features. ✓ plan, draft, write and improve an engaging short story in a particular genre. ✓ Visualise a setting and make predictions about events ✓ Talk about the distinctive features of an author's style by referring to characters, themes, settings or use of language. <p><u>Authors and Texts</u></p> <ul style="list-style-type: none"> ✓ Write a new scene for a story in the style of the author. ✓ Write a complete story with a sequence of events arranged into paragraphs, linked with a range of connectives and varying sentence length. 	<p><u>Traditional stories, fables, myths, legends</u></p> <ul style="list-style-type: none"> ✓ Classify features of different fiction genres including myths and / or legends. ✓ Describe similarities and differences between different versions of the same story. ✓ compose and manipulate sentences for different audiences and purposes. ✓ Make simple notes. ✓ Retell a legend orally, using their own notes to support them. ✓ Write a new version of a myth/legend, identifying their audience and adapting their writing to suit this. ✓ Reflect critically on their own writing and edit and improve it. <p><u>Arguments and Persuasive Writing</u></p> <ul style="list-style-type: none"> ✓ Identify bias when considering a controversial issue. ✓ Identify when it is appropriate to use formal and impersonal language. ✓ Use clear language and appropriate presentational features to present a particular case (argument). ✓ Recognise the structure and language features of a persuasive argument. ✓ Understand and apply impersonal and formal language when appropriate ✓ Write an effective argument for a particular audience and purpose. ✓ Understand how persuasive writing can be adapted for different audiences and purposes (e.g. by using formal language where appropriate), and how it can be incorporated into or combined with other text types. <p><u>Classic Narrative Poetry</u></p> <ul style="list-style-type: none"> ✓ Understand the differences between literal and figurative language and explain it effects in the poem. ✓ Reflect on how working in role helps to explore some of the complex issues within a poem. ✓ Use their understanding of characters, language and plot to write in the first person. ✓ Work as a member of a group to plan, perform and evaluate a choral performance of a poem. ✓ Evaluate and improve their performance in the light of comments from others.

Composition	<p><u>Pupils should be taught to plan their writing by:</u></p> <ul style="list-style-type: none"> ✓ Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ✓ Noting and developing initial ideas, drawing on reading and research where necessary ✓ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p><u>draft and write by:</u></p> <ul style="list-style-type: none"> ✓ Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ✓ In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ✓ Précising longer passages ✓ Using a wide range of devices to build cohesion within and across paragraphs ✓ Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p><u>evaluate and edit by:</u></p> <ul style="list-style-type: none"> ✓ Assessing the effectiveness of their own and others’ writing ✓ Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ✓ Ensuring the consistent and correct use of tense throughout a piece of writing ✓ Ensuring correct subject and verb agreement when using singular and plural distinguishing between the language of speech and writing and choosing the appropriate register ✓ Proof-read for spelling and punctuation errors ✓ perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear 				
Grammar	<p><u>Pupils should be taught to:</u></p> <ul style="list-style-type: none"> ✓ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms ✓ using passive verbs to affect the presentation of information in a sentence ✓ using the perfect form of verbs to mark relationships of time and cause ✓ using expanded noun phrases to convey complicated information concisely ✓ using modal verbs or adverbs to indicate degrees of possibility ✓ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun <p><u>Indicate grammatical and other features by:</u></p> <ul style="list-style-type: none"> ✓ using commas to clarify meaning or avoid ambiguity in writing ✓ using hyphens to avoid ambiguity ✓ using brackets, dashes or commas to indicate parenthesis ✓ using semi-colons, colons or dashes to mark boundaries between independent clauses ✓ using a colon to introduce a list ✓ punctuating bullet points consistently ✓ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading 				
Content NC Appendix 2	<p><u>Word</u></p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]</p> <p>How words are related by meaning as synonyms and antonyms [for example, big, large, little].</p>	<p><u>Sentence</u></p> <p>Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he? or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</p>	<p><u>Text</u></p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>	<p><u>Punctuation</u></p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It’s raining; I’m fed up]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover</p>	<p><u>Terminology</u></p> <p>subject, object</p> <p>active, passive</p> <p>synonym, antonym</p> <p>ellipsis, hyphen, colon, semi-colon, bullet points</p>
Handwriting	<p><u>Pupils should be taught to write legibly, fluently and with increasing speed by:</u></p> <ul style="list-style-type: none"> ✓ choosing which shape of a letter to use when given choices and deciding ✓ whether or not to join specific letters ✓ choosing the writing implement that is best suited for a task 				

