Year 5/6 SPRING EVEN YEARS

TERM/ TOPIC	SPRING 1 - World Wat 2	SPRING 2 - World War 2
Unit	1B Novels and Stories by children's authors 1A Recounts 4B Instructions	Poetry 2A Classic Narrative Poetry (If not time, Year 5 to do when year 6 are doing play)
Core texts	The Umbrella Mouse - Anna Fargher	The Highwayman - Alfred Noyes
Range of writing outcomes	✓ Non-chronological texts ✓ Dialogues ✓ Setting descriptions ✓ Character profiles ✓ Short stories ✓ Letter of application (formal) ✓ Letter (informal) ✓ Report ✓ Instructions	✓ Character Description ✓ Storyboard ✓ Diary Entry ✓ Write own verse ✓ Figurative language
Unit objectives	✓ Written in past tense, occasionally these are told in the present tense ✓ Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices, e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language ✓ Dialogue is used to convey characters' thoughts and to move the narrative forward ✓ Create cohesion across paragraphs using a wider range of cohesive devices such as organisational features, pronouns, nouns and adverbials or by choosing to use repetition or ellipses for effect ✓ Dashes can be used to separate and link ideas ✓ Use show not tell using dialogue ✓ Dialogue to move events forward ✓ Use detail to create atmosphere including a range of figurative language ✓ Use a range of devices to start a story – action, speech, description, etc. ✓ Start sentences in a range of different ways	✓ Write a narrative poem which tells a story which is set in the past and in set in the writer's style ✓ Hyphens ✓ Rhyming words ✓ Exclamation marks ✓ Onomatopoeia ✓ Metaphors and similes Instructions ✓ Use imperative verbs ✓ Use of conjunctions/Use of prepositions ✓ Cohesion can be created, and repetition avoided, ✓ Layout devices such as heading, subheadings, columns, bullets points ✓ Brackets, dashes and commas
Outcomes	Novels and Stories by children's authors ✓ Identify and discuss the principal features of different genres of children's fiction. ✓ Analyse the language and organisational features of fiction genres. ✓ Plan, draft, write and improve an engaging short story ✓ Children demonstrate an understanding of the most effective questioning techniques to elicit high quality information. Recounts ✓ Identify the features of the most successful recount text. ✓ Understand the differences between the punctuation of reported and direct speech. ✓ Write in paragraphs appropriately and use connectives well to improve the flow of writing. Instructions ✓ Identify and understand key features and conventions of instructional texts. ✓ Demonstrate that they can evaluate sets of instructions ✓ Demonstrate that they can write an instructional text using appropriate form and features ✓ Children can reflect on their writing and edit and improve it.	Classic Narrative Poetry ✓ Understand the differences between literal and figurative language and can use the text to explain the effects of imagery in a 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. ✓ Demonstrate that they can 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	Pupils should be taught to plan their writing by: ✓ 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 draft and write by: ✓ 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] **evaluate and edit by:** ✓ 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	**Pupils should be taught to:** ✓ 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 **Indicate grammatical and other features by:** ✓ 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	Word	Sentence	Text	Punctuation	Terminology
	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] How words are related by meaning as synonyms and antonyms [for example, big, large, little].	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)]. 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]	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 Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

Handwriting	**Pupils should be taught to write legibly, fluently and with increasing speed by:** ✓ 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