Year 5/6 SUMMER EVEN YEARS		
TERM/ TOPIC	**SUMMER 1 - BIDFORD**	**SUMMER 2 - BIDFORD**
Unit	1A - Fiction Genres	2B - Choral and Performance Poetry – Year 6 only – play 3A - Imagery – Year 5 only (or if Highwayman is too much for Spring term). Year 5 will only do the Imagery unit, if Highwayman was done in the summer term. Highwayman to take preference)
Core texts	The London Eye Mystery - Siobhan Dowd London Underground Map London Maps London tourist leaflets	Roald Dahl Play – Year 6 Imagery selection of Illustrated Poems / The fog/ City Poem/ Daffodowndilly/ Jack Frost/ Snow and Snow/ The Great Winter Giant/ the Windmill/ Tractor / Winter - Olivia Kooker/ It's Spring – John Foster
Range of writing outcomes	• Non-chronological report • Persuasive advert • Informal letter • Formal letter • Diary – get chance to describe characters Aunt Glo and Salim. • Descriptive setting • Newspaper report • Eyewitness statement • Press release • Character profile • Writing settings • Dialogues • Continue with story in the style of the author • Write own story	• Write a poem • Use 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, verbs, 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, repetition or ellipses ✓ 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	✓ Figurative language, similes, metaphors, onomatopoeia, alliteration, personification ✓ Use of repetition
Outcomes	**Fiction Genres** ✓ Identify and discuss the features of different genres of children's fiction. ✓ Explain reading preferences in terms of the different genres. ✓ Analyse the language and organisational features of fiction genres. ✓ Plan, draft, write and improve an engaging short story in a particular genre using appropriate language and organisational features.	**Choral and Performance Poetry** ✓ experiment orally with phrases and words to create different effects and responses. ✓ demonstrate that they can work as a member of a group to plan, perform and evaluate a choral performance of a poem. ✓ demonstrate that they are able to evaluate and improve their performance in the light of comments from others. **Imagery** ✓ Understand how poets can use personification to communicate with their readers. ✓ Write a poem that begins to use personification effectively. ✓ Understand how poets can use powerful images to communicate with their readers. ✓ Write a poem that begins to use powerful imagery effectively. ✓ Understand how poets can use surreal, surprising and amusing images to communicate with readers. ✓ Write a poem that begins to use surreal, surprising and amusing imagery effectively. ✓ Children value their own poems and those of others and enjoy sharing them.
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 theappropriate 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 |