

## Year 5/6 AUTUMN ODD YEARS

TERM/ TOPIC	AUTUMN 1 - Benin	AUTUMN 2 - Benin
Unit	1B - Journalism 1A - Recounts	3B- Stories from other cultures
Core texts	Tuesday - David Wiesner Example witness reports Example newspaper reports E.T clip	Journey to Jo'burg Beverley Naidoo
Range of writing outcomes	Eyewitness report Dialogue Newspaper report	Setting description Informal letter Newspaper Diary entry Continuation of a story Job advert Freedom poem
Unit objectives	<ul style="list-style-type: none"> <li>✓ Past tense - past progressive form &amp; past perfect</li> <li>✓ Chronological order</li> <li>✓ Use adverbs, prepositions, noun phrases, conjunctions, adverbials, modal verbs</li> <li>✓ First or third person</li> <li>✓ Paragraphing– last sentence to contain a lead on</li> <li>✓ Use of brackets, dashes and commas for parenthesis</li> <li>✓ Relative clauses Choose between vocabulary typical of informal speech and that appropriate for formal speech, e.g. the battalion traversed the mountain range; the soldiers walked over the mountains</li> </ul>	<ul style="list-style-type: none"> <li>✓ Written in past tense, occasionally these are told in the present tense</li> <li>✓ Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices, e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language</li> <li>✓ Dialogue is used to convey characters' thoughts and to move the narrative forward</li> <li>✓ 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</li> <li>✓ Dashes can be used to separate and link ideas</li> <li>✓ Use show not tell using dialogue</li> <li>✓ Dialogue to move events forward</li> <li>✓ Use detail to create atmosphere including a range of figurative language</li> <li>✓ Use a range of devices to start a story – action, speech, description, etc.</li> <li>✓ Start sentences in a range of different ways</li> </ul>
Outcomes	<p><b>Journalism</b></p> <ul style="list-style-type: none"> <li>✓ Use effective questioning techniques to elicit high quality information.</li> <li>✓ Identify the features of the most successful recount text.</li> <li>✓ Understand the differences between the punctuation of reported/direct speech.</li> <li>✓ Write a recount text using notes made from interviews.</li> <li>✓ Experience a wide range of news reporting, on paper and in other media, and can understand what is being communicated, why and how.</li> <li>✓ Understand some key features of the way radio news programmes are structured and presented to inform and engage particular audiences.</li> <li>✓ Use discussion and drama techniques to explore a particular event, incident or situation, and its protagonists.</li> <li>✓ Recognise the structure and language features of journalistic reports, both as written text and as scripts for oral presentation.</li> <li>✓ Write an effective news article in journalistic style, selecting language, form, format and content.</li> </ul> <p><b>Recounts</b></p> <ul style="list-style-type: none"> <li>✓ Demonstrate an understanding of effective questioning techniques to elicit high quality information.</li> <li>✓ Identify the features of the most successful recount text.</li> <li>✓ Understand the differences between the punctuation of reported/direct speech.</li> <li>✓ Write in paragraphs appropriately and use connectives well to improve the flow.</li> <li>✓ Write a recount text using notes made from interviews.</li> <li>✓ Use appropriate language and grammar.</li> </ul>	<p><b>Stories from other cultures</b></p> <ul style="list-style-type: none"> <li>✓ Compose and manipulate sentences for different audiences and purposes.</li> <li>✓ Identify and comment on narrative viewpoints.</li> <li>✓ Write a new version of a story, from a different viewpoint</li> <li>✓ Reflect critically on their own writing and edit and improve it.</li> </ul>
Composition	<p><b><u>Pupils should be taught to plan their writing by:</u></b></p> <ul style="list-style-type: none"> <li>✓ Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>✓ Noting and developing initial ideas, drawing on reading and research where necessary</li> </ul>	

	<ul style="list-style-type: none"> <li>✓ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p><b>draft and write by:</b></p> <ul style="list-style-type: none"> <li>✓ Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>✓ In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>✓ Précising longer passages</li> <li>✓ Using a wide range of devices to build cohesion within and across paragraphs</li> <li>✓ Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> <p><b>evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>✓ Assessing the effectiveness of their own and others' writing</li> <li>✓ Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>✓ Ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>✓ Ensuring correct subject and verb agreement when using singular and plural distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>✓ Proof-read for spelling and punctuation errors</li> <li>✓ perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul>				
Grammar	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>✓ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>✓ using passive verbs to affect the presentation of information in a sentence</li> <li>✓ using the perfect form of verbs to mark relationships of time and cause</li> <li>✓ using expanded noun phrases to convey complicated information concisely</li> <li>✓ using modal verbs or adverbs to indicate degrees of possibility</li> <li>✓ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> </ul> <p><b>Indicate grammatical and other features by:</b></p> <ul style="list-style-type: none"> <li>✓ using commas to clarify meaning or avoid ambiguity in writing</li> <li>✓ using hyphens to avoid ambiguity</li> <li>✓ using brackets, dashes or commas to indicate parenthesis</li> <li>✓ using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>✓ using a colon to introduce a list</li> <li>✓ punctuating bullet points consistently</li> <li>✓ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading</li> </ul>				
Content NC Appendix 2	<p><b>Word</b></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><b>Sentence</b></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><b>Text</b></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><b>Punctuation</b></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><b>Terminology</b></p> <p>subject, object</p> <p>active, passive</p> <p>synonym, antonym</p> <p>ellipsis, hyphen, colon, semi-colon, bullet points</p>
Handwriting	<p><b>Pupils should be taught to write legibly, fluently and with increasing speed by:</b></p> <ul style="list-style-type: none"> <li>✓ choosing which shape of a letter to use when given choices and deciding</li> <li>✓ whether or not to join specific letters</li> <li>✓ choosing the writing implement that is best suited for a task</li> </ul>				