

## Year 5/6 SPRING EVEN YEARS

| TERM/ TOPIC               | SPRING 1 - The Tudors  | SPRING 2 - The Tudors  |
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| Unit                      | 3A -Biography and Autobiography – William Shakespeare<br>1B -Significant Children Author   | 2B -Older Fiction  |
| Core texts                | Treason - Berlie Doherty<br>Devil and his boy - Anthony Horowitz   | Midsummer Night’s Dream /Macbeth - Shakespeare   |
| Range of writing outcomes | Biography<br>Setting description<br>Letter<br>Diary<br>Instructions<br>Write a poem<br>Persuasive advert<br>Continue a story<br>Retell a story from a different point of view  | Analyse a script<br>Describe a scene<br>Character description<br>Write the play as a story<br>Precise  |
| Unit objectives           | <ul style="list-style-type: none"> <li>✓ Written in past tense, occasionally these are told in the present tense</li> <li>✓ Told sequentially and non- sequentially (e.g. flashbacks)</li> <li>✓ Descriptions of characters, setting, and atmosphere</li> <li>✓ Dialogue is used to convey characters’ thoughts and to move the narrative forward</li> <li>✓ Choose between vocabulary typical of informal speech and that appropriate for formal speech</li> <li>✓ Past perfect progressive forms can be used to indicate specific points in time</li> <li>✓ Create cohesion across paragraphs</li> <li>✓ Dashes can be used to separate and link ideas</li> <li>✓ Use show not tell using dialogue</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>✓ Use of relative clauses</li> <li>✓ Start sentences in a range of different ways</li> </ul>  | <ul style="list-style-type: none"> <li>✓ Sometimes written in the past tense, as in a historical report</li> <li>✓ Questions can be used to form titles</li> <li>✓ Question marks are used to denote questions</li> <li>✓ Use of conjunctions, prepositions and adjectives</li> <li>✓ Cohesion can be created, and repetition avoided</li> <li>✓ Layout devices such as heading, subheadings, columns, bullets</li> <li>✓ The passive voice is frequently used</li> <li>✓ Specific use of vocabulary</li> <li>✓ Brackets, dashes and commas</li> </ul>   |
| Outcomes                  | <p><b>Older Fiction</b></p> <ul style="list-style-type: none"> <li>✓ Work effectively as part of a group to research a significant author and make a presentation to the class.</li> </ul> <p><b>Biographies</b></p> <ul style="list-style-type: none"> <li>✓ Evaluate the reliability and usefulness of biographical information from different sources.</li> <li>✓ Understand the terms 'biography' and 'autobiography'</li> <li>✓ Extract and interpret information effectively from biographical and autobiographical sources.</li> <li>✓ Recognise the structure and language, organisational and presentational features of different forms of biography and autobiography.</li> <li>✓ Write an effective biography or autobiography selecting language, form, format and content to suit a particular audience and purpose.</li> </ul> <p><b>Significant children author</b></p> <ul style="list-style-type: none"> <li>✓ Visualise a setting and make predictions about events that might happen there.</li> <li>✓ identify the distinctive features of an author's style by referring to characters, themes, settings or use of language.</li> <li>✓ Write a new scene for a story in the style of the author.</li> <li>✓ Work effectively as part of a group to research a significant author and make a presentation to the class (William Shakespeare biography)</li> <li>✓ Write a complete story.</li> </ul> | <p><b>Older Fiction</b></p> <ul style="list-style-type: none"> <li>✓ Express their opinion of a story with reference to other work by the same author.</li> <li>✓ Visualise a setting and make predictions about events that might happen there.</li> <li>✓ Talk about the distinctive features of an author's style by referring to characters, themes, settings or use of language.</li> <li>✓ Children can write a complete story or a new scene for a story in the style of the author. They organise writing with a sequence of events arranged into paragraphs, linked with a range of connectives and varying sentence length.</li> </ul> |
| Composition               | <p><b>Pupils should be taught to plan their writing by:</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> <li>✓ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul>   |  |

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|                          | <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<br>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>  |  |   |   |   |