

Year 5/6 SUMMER ODD YEARS

TERM/ TOPIC	SUMMER 1 – South America	SUMMER 2 – South America
Unit	4B – Flashbacks 4A - Extending Narrative	2B Choral and Performance Poetry – Year 6 only – play 2A -Finding a Voice or Poetic Style 1A - Year 5 only (or if Highwayman is too much for Spring term). Year 5 will only do the Finding a Voice or Poetic Style unit, if Highwayman was done in the summer term. Highwayman to take preference)
Core texts	Journey to the River Sea – Eva Ibbotson	Roald Dahl Play – Year 6 Team Talk – Allan Ahlberg /There’s an Alien in the Classroom – Gervais Phinn /Finding Nemo- Dory’s’ Monologue Charlotte’s Web- Charlotte’s Monologue
Range of writing outcomes	Compare and contrast settings Speech Diary Non-chronological report Precise Wanted poster Persuasive letter Continuing a story Diary writing	Write a poem Use figurative language
Unit objectives	<ul style="list-style-type: none"> ✓ Told sequentially and non- sequentially (e.g. flashbacks) through the use adverbials and prepositions ✓ Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices ✓ Dialogue is used to convey characters’ thoughts and to move the narrative forward ✓ Choose between vocabulary typical of informal speech and that appropriate for 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 ✓ 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"> ✓ Use metaphors, similes, alliteration, personification, pun, hyperbole ✓ Know that some phrases are like spoken language as if talking to the reader ✓ Recognise the writers’ viewpoint in the poem ✓ Exclamation marks ✓ Rhetorical questions ✓ Commas ✓ Ellipses
Outcomes	<p><u>Short Stories with Flashbacks</u></p> <ul style="list-style-type: none"> ✓ Express views on how an author has used a range of techniques to indicate a specific mood in a text. ✓ Identify a range of techniques used by an author to indicate shifts in time between past and present. ✓ Use paragraphs to structure their own writing and to create pace in a short narrative. <p><u>Extending Narrative</u></p> <ul style="list-style-type: none"> ✓ Children can plan, draft, write and improve an engaging short story in a particular genre using appropriate language and organisational features. ✓ Children can identify the features and structure of a text adventure and use these as a model for writing 	<p><u>Choral and Performance Poetry</u></p> <ul style="list-style-type: none"> ✓ 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. <p><u>Finding a Voice / Poetic Style</u></p> <ul style="list-style-type: none"> ✓ Understand how writers use poetry as a way of communicating their thoughts and feelings ✓ Write a poem about a particular issue. ✓ Write a free verse poem, using elements borrowed from read poems ✓ Be familiar with the work of two contrasting poets. ✓ Discuss what is distinctive about the style of two contrasting poets

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 				

