



Term: autumn

Year: 5&6

Genre: Older Literature

Duration: 3-4 weeks

Texts:

Macbeth by William Shakespeare.
Romeo and Juliet by William Shakespeare.
Shakespeare Stories by Leon Garfield.
Stories from Shakespeare by Usborne.
RSC Shakespeare Workshops

Key Skills in reading

- Employ dramatic effect to engage listeners whilst reading aloud.
- Understand underlying themes, causes and consequences within whole texts.
- Recognise themes within and across texts e.g. heroism.
- Make comparisons within and across texts e.g. same scene in play script, narrative and film versions.
- Compare texts written in different periods.
- Prepare play scripts to read aloud and perform using dramatic effects.
- Explore new vocabulary in context.
- Infer characters feelings, thoughts and motives from their actions, justifying inferences with evidence.
- Predict what might happen from information stated and implied.
- Discuss and evaluate how authors use language including figurative language, considering the impact on the reader.

Key Skills in writing

- Manipulate sentences to create particular effects.
- Use ellipsis to link ideas between paragraphs.
- Investigate and collect a range of synonyms and antonyms e.g. *heroic, bold, courageous, daring, fearless, gallant, noble, valiant, cowardly, fearful, meek*.
- Draw on similar writing models and reading.
- Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.
- Introduce and develop characters through blending action, dialogue and description within sentences and paragraphs.
- Finding examples of where authors have broken conventions to achieve specific effects and using similar techniques in own writing, e.g. repeated use of 'and' to convey tedium, one word sentence.

Unit Outcomes:

- A scene for a story, drawing on the writing style of a particular author.



Term: autumn

Year: 5&6

Genre: Classic Fiction

Duration: 3-4 weeks

Texts:

A Christmas Carol – Charles Dickens

Film versions including: 1992 Muppet Christmas Carol, 1999 TV adaptation, 2009 animated film

Key Skills in reading

- Understand underlying themes, causes and consequences within whole texts.
- Regularly listen to whole novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves.
- Compare texts written in different periods.
- Analyse the conventions of different types of writing e.g. use of dialogue to indicate historical settings for a story.
- Express preferences about a wider range of books including fiction from our literary heritage
- Explore new vocabulary in context.
- Making comparisons within and across texts.
- Demonstrate active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group.
- Justify opinions and elaborating by referring to the text e.g. Point + Evidence + Explanation.

Key Skills in writing

- Investigate and collect a range of synonyms and antonyms e.g. *mischievous, wicked, evil, impish, spiteful, well-behaved*.
- Use devices to build cohesion between paragraphs in narrative e.g. *in the meantime, meanwhile, in due course, until then*.
- Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.
- Use devices to build cohesion.

Unit Outcomes:

- A new story or chapter using characters and/or plot structures from a classic novel.



Term: autumn

Year: 5&6

Genre: Biography

Duration: 1-2 weeks

Texts:

Range of simple biographies including print and film versions.

Key Skills in reading

- Analysing the conventions of different types of writing.
- Re-read and reads ahead to locate clues to support understanding and justifying with evidence from the text.
- Scanning for key information e.g. looking for words associated with 'childhood'.
- Skimming for gist.
- Using a combination of skimming, scanning and close reading across a text to locate specific detail.
- Explaining the effect on the reader of the authors' choice of language and reasons why the author may have selected these.
- Preparing formal presentations individually or in groups.
- Using notes to support presentation of information.
- Responding to questions generated by a presentation.

Key Skills in writing

- Manipulate sentences to create particular effects.
- Use devices to build cohesion between paragraphs in recount e.g. *in the meantime, meanwhile, in due course, until then*.
- Plan their writing by drawing on similar writing models, reading and research.
- Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. rhetorical questions, direct address to the reader.
- Proofreading for grammatical, spelling and punctuation errors.
- Evaluate and improve performances of compositions focusing on intonation and volume, and audience engagement.

Unit Outcomes:

Carry out research, write and present a biography of:

- Mary Anning (1799-1847)
- Charles Darwin (1809-1882).



Term: autumn

Year: 5&6

Genre: Poetry (Imagery)

Duration: 1-2 weeks

Texts:

The Fly Ted Hughes
There came a Day Ted Hughes
A Haiku Yearbook Anthony Thwaite
January Brings the Snow Traditional
George Macbeth's Fourteen Ways of Touching the Peter
The Sea James Reeves
I Am the Sea Steve Turner

Key Skills in reading

- Learning a wider range of poems by heart.
- Preparing poems to read aloud and perform using dramatic effects.
- Listen to, read and discuss an increasingly wide range of poetry.
- Recommending poems to their peers with detailed reasons for their opinions.
- Explore poems in groups and deepen comprehension through discussion.
- Explore new vocabulary in context.
- Reread and read ahead to locate clues to support understanding and justify with evidence from the text.
- Discuss and evaluate how poets use language including figurative language, considering the impact on the reader.
- Explore, recognise and use the terms personification and effect.
- Explain the effect on the reader of the poets' choice of language and reasons why the poet may have selected these.
- Participate in discussions about books building on their own and others' ideas and challenging views courteously.

Key Skills in writing

- Investigate and collect a range of synonyms and antonyms e.g. *mischievous, wicked, evil, impish, spiteful, well-behaved*.
- Evaluate and edit by:
 - reflecting upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.
 - proofreading for grammatical, spelling and punctuation errors.
- Selecting the appropriate language and structures.
- Drawing on similar writing models, reading and research.
- Selecting appropriate vocabulary and language effects for precision and impact.

Unit Outcomes:

- Interesting and engaging poem(s) which use powerful imagery.



Term: autumn

Year: 5&6

Genre: Persuasion

Duration: 1-2 weeks

Texts:

Selection of reviews of theatre productions and films.

Key Skills in reading

- Listen to, reading and discussing an increasingly wide range of non-fiction.
- Recognise authors' techniques to influence and manipulate the reader.
- Identify how language, structure and presentation contribute to meaning e.g. persuasive leaflet.
- Explain the effect on the reader of the authors' choice of language and reasons why the author may have selected these.
- Scan for key information.
- Skim for gist.
- Use a combination of skimming, scanning and close reading across a text to locate specific detail.
- Make comparisons within and across texts.

Key Skills in writing

- Selecting the appropriate language and structures.
- Use devices to build cohesion between paragraphs in persuasive texts e.g. *on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence*.
- Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. rhetorical questions, direct address to the reader.
- Evaluate and edit by:
 - Reflecting upon the effectiveness of writing in relation to audience and purpose.
 - Suggesting and making changes to enhance effects and clarify meaning.

Unit Outcomes:

- A formal review of a theatre performance or film.