



Term: Spring

Year: 5/6
Programme B

Genre: Detective Fiction

Duration: 3 weeks

Texts:

- **The Case of the Speckled Band** Arthur Conan Doyle
- **An Oxford Anthology of Mystery Stories** by Dennis Hamley.
- **Whodunit? Detective Stories Chosen by Philip Pullman.**
- **The London Eye Mystery** by Siobhan Dowd.

Key Skills in reading

- Understand underlying themes, causes and consequences within whole texts.
- Recognise authors' techniques to influence and manipulate the reader.
- Listen to, read and discuss an increasingly wide range of fiction.
- Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves.
- Analyse the conventions of different types of writing, e.g. detective fiction: *red herring, motive, alibi, alias, the reveal*.
- Use a reading journal to record ongoing reflections and responses to personal reading.
- Explore texts in groups and deepen comprehension through discussion.
- Demonstrate active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group.
- Infer characters feelings, thoughts and motives from their actions, justify inferences with evidence e.g. Point; Evidence; Explanation.
- Predict what might happen from information stated and implied.
- Justify opinions and elaborate by referring to the text e.g. Point; Evidence; Explanation.

Key Skills in writing

- Manipulate sentences to create particular effects.
- Use devices to build cohesion between paragraphs in narrative e.g. *in the meantime, meanwhile, in due course, until then*.
- Identify the subject and object of a sentence.
- Explore and investigate active and passive e.g. *I broke the window in the greenhouse* versus *the window in the greenhouse was broken*.
- Select the appropriate language and structures.
- Draw on similar writing models, reading and research.
- 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 e.g. *Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!"*

Unit Outcomes:

Writing will include the following: writing in character, diaries, non-chronological report, writing dialogue (direct and reported speech), and creating plot.

Children will be learning creatively using drama techniques, annotation of text and the use of images/imagery.

Development and enrichment of vocabulary will be a key objective of this unit of learning - using a classic text to access quality language in order to develop understanding of older texts from English Literature and enhance independent writing.

The unit outcome will be an extended detective story.



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Genre: Explanations

Duration: 2 weeks

Texts:

- The History Detective Investigates: Anglo-Saxons by Neil Tonge.
- A Really Short History of Nearly Everything by Bill Bryson (extract)
- Various short explanation texts

Key Skills in reading

- Understand underlying themes, causes and consequences within whole texts.
- Understand the structures writers use to achieve coherence; *headings; links within and between paragraphs.*
- Analysing the conventions of different types of writing.
- Exploring texts in groups, deepening comprehension through discussion.
- Exploring new vocabulary in context.
- Scanning for key information e.g. looking for words associated with a key idea.
- Skimming for gist.
- Using a combination of skimming, scanning and close reading across a text to locate specific detail.
- Identifying how language, structure and presentation contribute to meaning

Key Skills in writing

- Manipulate sentences to create particular effects.
- Explore and investigate active and passive e.g. *I broke the window in the greenhouse* versus *The window in the greenhouse was broken.*
- Use devices to build cohesion between paragraphs in explanatory texts e.g. *similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.*
- Identify and use colons to introduce a list.
- Selecting the appropriate language and structures.
- Using devices to build cohesion.
- Use active and passive voice to achieve intended effects e.g. in formal reports, explanations and mystery narrative.
- 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.

Unit Outcomes:

Written: An explanation linked to history
How did William triumph at the Battle of Hastings?
How were motte and bailey castles constructed?
How did the feudal system work?



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Programme B

Genre: Novel as Theme

Duration: 3 weeks

Texts:

- Kensuke's Kingdom by Michael Morpurgo

Plus extracts from:

- Robinson Crusoe by Daniel Defoe.
- The Silver Sword by Ian Serrallier
- Street Child by Berlie Doherty

Key Skills in reading

- Listening to whole novels read aloud by the teacher from a range of authors, which they may not choose themselves.
- Recognising themes within and across texts e.g. hope, fortune, survival.
- Comparing texts written in different periods.
- Expressing preferences about a wider range of books including modern fiction and fiction from our literary heritage.
- Using a reading journal to record on-going reflections and responses to reading.
- Inferring characters feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point: Evidence: Explanation.
- Predicting what might happen from information stated and implied
- Explaining the effect on the reader of the authors' choice of language and reasons why the author may have selected these.
- Participating in debates on issues related to reading.

Key Skills in writing

- Identify the subject and object of a sentence.
- Explore and investigate active and passive e.g. *I broke the window in the greenhouse* versus *The window in the greenhouse was broken.*
- Use active and passive voice to achieve intended effects.
- Drawing on similar writing models.
- Introducing and developing characters through blending action, dialogue and description within sentences and paragraphs.
- Reflecting upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.
- Evaluate and improve performances of compositions focusing on intonation and volume and audience engagement.

Unit Outcomes:

Spoken: A debate related to an issue from the chosen text.

Written: A survival/adventure story.



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Genre: Information Text (Hybrid)

Duration: 2 weeks

Texts:

- Eco Kids Planet Magazine
- National Geographic KIDS Magazine
- How It Works Magazine

Key Skills in reading

- Analyse the conventions of different types of writing.
- Read texts that are structured in different ways for a range of purposes.
- Exploring meaning of words in context.
- Reread and read ahead to locate clues to support understanding.
- Scan for key words and text mark to locate key information.
- Identify how language, structure and presentation contribute to meaning.
- Discuss and evaluate how authors use language, considering the impact on the reader.
- Explaining the effect on the reader of the authors' choice of language.
- Distinguish between statements of fact or opinion within a text.
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- Prepare formal presentations individually or in groups.
- Use notes to support presentation of information.
- Respond to questions generated by a presentation.
- Justify opinions and elaborate by referring to the text (Point + Evidence + Explanation).

Key Skills in writing

- Create complex sentences by using relative clauses with pronouns which, and whose e.g. *The robberies, which had taken place over the past month, remained unsolved. The residents, whose lives had been terrorised by the burglars, longed to be sleep soundly once more.*
- Plan their writing by:
 - Identifying the audience and purpose.
 - Selecting the appropriate language and structures.
 - Noting and developing ideas.
 - Drawing on reading and research.
- Using organisation and presentational devices e.g. *headings, sub headings, bullet points, diagrams, text boxes.*
- Assess the effectiveness of own and others' writing in relation to audience and purpose.
- Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.
- Proofread for spelling and punctuation errors.

Unit Outcomes:

- A presentation based on reading and research.
- A page for a magazine which includes a range of text types.



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Genre: Poems on a Theme

Duration: 2 weeks

Texts:

Not Only Brian Patten
The Magic of the Brain Jenny Joseph
I Bit an Apple Vernon Scannell
The Distance Eleanor Farjeon
Five Haiku for Five Senses David Bateman
A Soft Day W M Letts
Millions of Strawberries Genevieve Taggard
As Tasty as a Picnic Celia Warren
If You Were Made of Chocolate Rupert Loydell
An Everything Pizza Linda J Knaus
I'm Talking Big Colin McNaughton
The Writer of This Poem Roger McGough
Useless Paul Higgins

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) using powerful imagery.