



Term: summer

Year: 5&6

Genre: Myths

Duration: 3-4 weeks

Texts:

Myths and Legends retold by Anthony Horowitz

Heroes and Monsters – Legends of Ancient Greece James Reeves

Greek Myths by Marcia Williams.

The Outsiders Michelle Paver

The Comic Strip Greatest Greek Myths by Tracey Turner.

Arachne on the Literacy Shed website

Tales from Ancient Greece: a range of stories on the BBC School Radio website

Key Skills in reading

- Use punctuation to determine intonation and expression when reading aloud to a range of audiences.
- Participate in discussions about texts that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously.
- Reread and read ahead to locate clues to support understanding.
- Scan for key words and text mark to locate key information.
- Summarise main ideas drawn from more than one paragraph and identify key details which support this.
- Analyse the conventions of different types of writing.

Key Skills in writing

- Create and punctuate complex sentences using simile starters.
- Link ideas across paragraphs using adverbials for time, place and numbers e.g. *later*, *nearby*, *secondly*.
- Using devices to build cohesion.
- Identify the audience and purpose.
- Select the appropriate language and structures.
- Use similar writing models.
- Blend action, dialogue and description within and across paragraphs.
- Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.

Unit Outcomes:

- a “creation” myth



Term: summer
Year: 5&6

Genre: Reports

Duration: 1-2 weeks

Texts:

Official Website of the Olympic Movement

The Modern Olympic Games on the official Olympic website

Ancient Greeks: The Olympic Games on the BBC Primary History website

The Olympic Games in Antiquity on the official Olympic website

Key Skills in reading

- Use punctuation to determine intonation and expression when reading aloud to a range of audiences.
- Read books and texts that are structured in different ways for a range of purposes.
- Check that the book makes sense to them and demonstrate understanding e.g. *through discussion, use of reading journals*.
- Distinguish between statements of fact or opinion within a text.
- Reread and read ahead to locate clues to support understanding.
- Scan for key words and text mark to locate key information.
- Summarise main ideas drawn from more than one paragraph and identify key details which support this.

Key Skills in writing

- Create and punctuate complex sentences using *-ed* openers.
- Create and punctuate complex sentences using *-ing* openers.
- Select the appropriate language and structures.
- Use similar writing models.
- Note and developing ideas.
- Draw on reading and research.
- Use organisation and presentational devices e.g. *headings, sub headings, bullet points, diagrams, text boxes*.
- Proofread for spelling and punctuation errors.
- Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.

Unit Outcomes:

- A non-chronological report about an aspect of the Olympics.



Term: summer

Year: 5&6

Genre: Novel as a Theme

Duration: 3-4weeks

Texts:

Someday Angeline Louis Sacher

Key Skills in reading

- Read extensively for pleasure.
- Independently read longer texts with sustained stamina and interest.
- Recognising themes within and across texts e.g. hope, peace, fortune, survival.
- Understand underlying themes, causes and consequences within whole texts.
- Regularly listening to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves.
- Participate in discussions about books building on their own and others' ideas and challenging views courteously.
- Explaining the effect on the reader of the authors' choice of language and reasons why the author may have selected these.
- 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.
- Reread and reads ahead to locate clues to support understanding and justifying with evidence from the text.

Key Skills in writing

- Explore how hyphens can be used to avoid ambiguity e.g. *man eating shark* | *man-eating shark*.
- Use a range of planning approaches e.g. *storyboard*, *story mountain*, *discussion group*, *post-it notes*, *ICT story planning*.
- Identify audience and purpose.
- 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"*.
- Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing – e.g. *repeated use of 'and' to convey tedium*; *one word sentence*.
- Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.
- Proofread for grammatical, spelling and punctuation errors.

Unit Outcomes:

- A range of writing outcomes linked to the novel, e.g. *diary*, *letter*, *internal monologue*, *summary*, *prediction*.
- Character description(s) written in the style of the author.
- A chapter for a novel.



Term: summer

Year: 5&6

Genre: Autobiography

Duration: 1-2 weeks

Texts:

Boy: Tales of Childhood by Roald Dahl.

Class novel – *Someday Angeline*

Key Skills in reading

- Evaluate texts quickly in order to determine their usefulness or appeal.
- Demonstrating active reading strategies e.g. *challenging peers with questions, justifying opinions, responding to different viewpoints within a group.*
- Reread and reads ahead to locate clues to support understanding and justifying with evidence from the text.
- Understand the structures writers use to achieve coherence; (headings; links within and between paragraphs; connectives).
- Recognise authors' techniques to influence and manipulate the reader.
- Skim texts to ascertain the gist.
- Scanning for key information e.g. *when and where a person was born.*
- Use a combination of scanning and close reading to locate information.
- Analysing the conventions of different types of writing e.g. *recount, autobiography*

Key Skills in writing

- Manipulate sentences to create particular effects.
- Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. *rhetorical questions, direct address to the reader.*
- Use devices to build cohesion.
- Evaluate, select and use a range of organisation and presentational devices for different purposes and audiences.
- Select the appropriate language and structures.
- Draw on similar writing models, reading and research.

Unit Outcomes:

- An autobiography, written in role as a character from the class novel.



Term: summer

Year: 5&6

Genre: Classic Narrative Poetry

Duration: 1-2 weeks

Texts:

The Lion and Albert by Marriott Edgar on the Monologues website
Albert's Return by Marriott Edgar on the Monologues website
Albert and the Pancakes by Col Gray on the Monologues website
The Lion and Albert performed by Stanley Holloway on YouTube
I Do Like to be Beside the seaside on the Monologues website
On His Horse With his Hawk in his Hand by Marriott Edgar

Key Skills in reading

- Use etymology to help the pronunciation of new words e.g. chef, chalet, machine, brochure – French in origin.
- Explore, recognise and use the terms 'style' and 'effect'.
- Analysing the conventions of different types of writing e.g. use of dialogue to indicate geographical and/or historical settings for a story.
- Listen to, read and discuss an increasingly wide range of poetry.

Key Skills in writing

- Explore and collect vocabulary typical of formal and informal speech and writing e.g. *find out – discover, ask for – request, go in – request*.
- Find examples of where authors have broken conventions to achieve specific effects – e.g. *non-standard English for effect in monologues* - and using similar techniques in own writing.
- Identify audience and purpose.
- Choose appropriate text-form and type for all writing.
- Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.
- Evaluate, select and use a range of organisation and presentational devices for different purposes and audiences.
- Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. rhetorical questions, direct address to the reader.

Unit Outcomes:

- Written responses to the poem in another text type and form: *newspaper report, series of diary entries, letter of complaint, accident report, cartoon strip*.