



Term: autumn

Year: 5&6

Genre: Classic Narrative Poetry

Duration: 3 weeks

Texts:

Mary Celeste – Judith Nicholls

The Listeners – Walter de la Mare

Lucy Gray – William Wordsworth

The Lady of Shalot – Alfred Lord Tennyson

Key Skills in reading

- Prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.
- Discuss and evaluate how authors use language including figurative language, considering the impact on the reader.
- Explore, recognise and use the terms *metaphor, simile, imagery*.
- Explain the effect on the reader of the authors' choice of language.

Key Skills in writing

- Create and punctuate sentences using simile starters.
- Select the appropriate language and structures.
- Use similar writing models
- 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.

Unit Outcomes:

A performance of a classic narrative poem.

A performance of a new or innovated poem.

Written: A new verse for a narrative poem, based on a model.



Term: autumn

Year: 5&6

Genre: Legends

Duration: 3 weeks

Texts:

- Sir Gawain and the Loathly Lady retold by Selina Hastings
- The Story of Gelert from Stories for Thinking

Key Skills in reading

- Explore themes within and across texts e.g. heroism, friend or foe.
- Check that the text makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals.
- Explore meaning of words in context.
- Infer characters feelings, thoughts and motives from their actions and justifying inferences with evidence.
- Predict what might happen from information stated and implied.
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously.

Key Skills in writing

- Create and punctuate complex sentences using '-ed' openers.
- Identify the audience and purpose.
- Blending action, dialogue and description within and across paragraphs.
- Assessing the effectiveness of own and others' writing in relation to audience and purpose.

Unit Outcomes:

Plan and write a legend of their own based on a model.
Tell their story to an identified audience.



Term: autumn

Year: 5&6

Genre: Historical Fiction

Duration: 3 weeks

Texts:

Stay Where You Are and Then Leave
John Boyne

Key Skills in reading

- Listen to and discuss a range of fiction which they might not choose to read themselves.
- Check that the book makes sense to them and demonstrating understanding e.g. through discussion, use of reading journals.
- Explore meaning of words in context.
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously.
- Explain and discuss their understanding of what they have read, including through formal presentations 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.

Key Skills in writing

- Create complex sentences by using **relative clauses** with **relative pronouns** *who, which, where, whose, when, that*
- Create complex sentences where the **relative pronoun** is omitted e.g. *Tina, standing at the bus stop, pondered the day ahead.*
- Create and punctuate complex sentences using *ed* opening clauses
- Create and punctuate complex sentences using *ing* opening clauses
- Create and punctuate **sentences** using simile starters
- Demarcate complex sentences using commas in order to clarify meaning.
- Select the appropriate language and structures
- Use similar writing models.
- Consciously control the use of different sentence structures for effect.
- Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.

Unit Outcomes:

A chapter insert for the novel "Stay Where You Are and Then Leave".



Term: autumn

Year: 5&6

Genre: Persuasion

Duration: 3 weeks

Texts:

Various persuasive texts from Literacy leaflets.
Junior Dragons' Den BBC Children in Need

Key Skills in reading

- Analyse the conventions of different types of writing e.g. formal presentations, persuasion.
- Scanning for key words and text marking to locate key information.
- Identifying how language, structure and presentation contribute to meaning e.g. persuasive speech.
- Explaining the effect on the reader of the authors' choice of language.
- Preparing formal presentation individually or in groups.
- Using notes to support presentation of information.
- Responding to questions generated by a presentation.

Key Skills in writing

- Explore, collect and use modal verbs to indicate degrees of possibility e.g. might, could, shall, will, must.
- Select the appropriate language and structures for audience and purpose
- Note and develop ideas.
- Draw on reading and research.
- Select appropriate grammar and vocabulary.
- Suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.

Unit Outcomes:

Persuasive presentation about a country in the UK.
A formal presentation.



Term: autumn

Year: 5&6

Genre: Scripts

Duration: 2 weeks

Texts:

Films:

- Inkheart film extracts

Scripts:

- Inkheart script extracts

Key Skills in reading

- Justify opinions and elaborating by referring to the text (Point + Evidence + Explanation).
- Use punctuation to determine intonation and expression when reading aloud to a range of audiences.
- Prepare playscripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.

Key Skills in writing

- Demarcate complex sentences using commas and explore ambiguity of meaning.
- Identify and use brackets and dashes.
- Identifying the audience and purpose.
- Select the appropriate language and structures.
- Note and developing ideas.
- Think how authors develop characters and settings in films and performances.
- 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.

Unit Outcomes:

- Write a play script for a new scene of a familiar film or book (storyboard, detail to include camera angles, direction etc).