



Term: spring

Year: 5/6
Programme A

Genre: Science Fiction

Duration: 3 weeks

Texts:

- The Fun They Had by Isaac Asimov:
- Aquila by Andrew Norris.
- No more School by Douglas Hill

Key Skills in reading

- Apply knowledge of prefixes to understand meaning of new words.
- Regularly listen to whole novels read aloud by the teacher from an increasing range of authors.
- Recommend books to their peers with reasons for choices.
- Express preferences about a wider range of books including modern fiction.
- Check that the book makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals.
- Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal.
- Reread and read ahead to locate clues to support understanding.
- Summarise main ideas drawn from more than one paragraph and identify key details which support this.
- Justify opinions and elaborate by referring to the text (Point + Evidence + Explanation).

Key Skills in writing

- Link ideas across paragraphs using adverbials for time and place and numbers e.g. *Several hours later, on a nearby planet.*
- Investigate verb prefixes e.g. *auto-, tele-, anti-, inter-, trans-.*
- Identify the audience and purpose.
- Select the appropriate language and structures.
- Think how authors develop characters and settings (in books, films and performances).
- Perform own compositions for different audiences using appropriate intonation and volume.

Unit Outcomes:

A science fiction story to entertain an identified audience.



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Year: 5/6
Programme A

Genre: Information Booklet

Duration: 2 weeks

Texts:

- Explanation: Story of the Universe from the European Space Agency website.
- Non-chronological report: The Sun, Our Nearest Star from the European Space Agency website.
- Recount: Astronaut Recalls Spacewalk Drowning from the News 24 website.
- Instructions: Making a Gingerbread Spacecraft from the NASA website.
- Discussion: India's First Space Rocket Blasts Off to Mars from the CBBC Newsround website.
- Persuasion: SMASH instant mashed potato advert YouTube clip (**here**).

Key Skills in reading

- 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.
- Explore meaning of words in context.
- Demonstrate active reading strategies e.g. generate questions to refine thinking, note thoughts in a reading journal.
- Scan for key words and text mark to locate key information.
- Identify how language, structure and presentation contribute to meaning.
- Distinguish between statements of fact or opinion within a text.
- Use knowledge of root words to understand meanings of words.

Key Skills in writing

- Use devices to build cohesion within a paragraph e.g. *firstly, then, presently, subsequently*.
- Link ideas across paragraphs using adverbials for place e.g. *On the side of the head ...* and numbers, e.g. *Secondly, ...*
- Selecting the appropriate language and structures.
- Using similar writing models.
- Use organisation and presentational devices e.g. headings, sub headings, bullet points, diagrams, text boxes.
- Proofread for spelling and punctuation errors.

Unit Outcomes:

An information booklet which includes more than one non-fiction text type, e.g. non-chronological report, instructions and explanation (linked to learning opportunities in science).



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Year: 5/6
Programme A

Genre: Novel as Theme

Duration: 3 weeks

Texts:

- The Invention of Hugo Cabret by Brian Selznick.
- The inventor's Workshop – Literacy Shed

Key Skills in reading

- Create complex sentences by using relative clauses with pronouns who, and where e.g. *Sam, **who** had remembered his wellies, was first to jump in the river. The house, **where** the robberies had taken place, stood on the hill.*
- Use knowledge of root words to understand meanings of words.
- Apply knowledge of prefixes to understand meaning of new words.
- Regularly listen to whole novels read aloud by the teacher from an increasing range of authors.
- Explore themes within and across texts e.g. loss, heroism, friendship.
- Making comparisons within a text e.g. characters' viewpoints of same events.
- Read books that are structured in different ways for a range of purposes.
- Explore the meaning of words in context.
- Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal.
- Infer characters feelings, thoughts and motives from their actions and justifying inferences with evidence.
- Predict what might happen from information stated and implied.
- Summarise main ideas drawn from more than one paragraph and identifying key details which support this.
- Explain the effect on the reader of the authors' choice of language.
- Distinguish between statements of fact or opinion within a text.
- 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.
- Justifying opinions and elaborate by referring to the text (Point + Evidence + Explanation).

Key Skills in writing

- Plan their writing by:
 - Using similar writing models.
 - Thinking how authors develop characters and settings (in books, films and performances).
- Blend action, dialogue and description within and across paragraphs.
- Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.
- Ensure consistent and correct use of tense throughout a piece of writing.
- Ensure consistent subject and verb agreement.
- Proofread for spelling and punctuation errors.

Unit Outcomes:

- A range of writing outcomes linked to the novel, e.g. diary, letter, internal monologue, summary, prediction.
- An action scene about an invention.
- A short story or chapter for a novel about an invention.



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Programme A

Genre: Poetry

Duration: 2 weeks

Texts:

Nonsense Poems/list poems: An Everything Pizza Linda J Knaus

Simile/Metaphor Poems: The Writer of this Poem Roger McGough

Synonym Poems: I'm Talking Big Colin McNaughton

Couplets: Lullaby Adrian Henri

Onomatopoeia: Noise Jesse Pope

Structured poems (verse structure, rhythm, rhyme): various clerihews, The Magic of the Brain Jenny Joseph, Not Only Brain Patten,

Key Skills in reading

- Listen to and discuss a range of poetry which they might not choose to read themselves.
- Analyse the conventions of different types of writing.
- Read texts that are structured in different ways for a range of purposes.
- Learn a wider range of poems by heart.
- Prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.
- Explore meaning of words in context.

Key Skills in writing

- Identify the audience and purpose.
- Select the appropriate language and structures.
- Use similar writing models.
- Note and develop ideas.
- Assess the effectiveness of own and others' writing in relation to audience and purpose.
- Suggest changes to vocabulary and to enhance effects.
- Perform own compositions for different audiences.

Unit Outcomes:

A new poem, or poems, drawing on the structure(s) of those studied.



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Programme A

Genre: Information Text (Hybrid)

Duration: 2 weeks

Texts:

- Thomson in-flight safety film

Key Skills in reading

- Make comparisons within and across texts.
- Analyse the conventions of different types of writing.
- Explore texts 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.
- Scan for key information.
- Skim for gist.
- Use a combination of skimming, scanning and close reading across a text to locate specific detail.
- Distinguish between statements of fact or opinion across a range of texts.
- Prepare formal presentations individually or in groups.
- Use notes to support presentation of information.
- Participate in debates on issues related to reading.

Key Skills in writing

- Identify and use colons to introduce a list.
- Punctuate bullet points consistently.
- Combine text-types to create hybrid texts e.g. persuasive speech.
- Evaluate, select and use a range of organisation and presentational devices for different purposes and audiences.
- Explore and collect vocabulary typical of formal and informal speech and writing.
- Identify audience and purpose.
- Draw on research.
- Select appropriate vocabulary and language effects for task, audience and purpose.
- Evaluate and improve performances of compositions focusing on:
 - intonation and volume.
 - gesture and movement.
- audience engagement.

Unit Outcomes:

An information text containing a mixture of non-fiction text types and forms, e.g. a speech containing elements of persuasion, recount and report.