



Term: summer

Year: 5&6

Genre: Stories from other Cultures

Duration: 3 weeks

Texts:

1001 Nights in various versions including:

One Thousand and One Arabian Nights Geraldine McCaughrean

Key Skills in reading

- Exploring themes within and across texts e.g. loss, heroism, friendship
- Making comparisons within a text e.g. characters' viewpoints of same events
- Analysing the conventions of different types of writing e.g. *use of first person in autobiographies and diaries*
- Reading books and texts that are structured in different ways for a range of purposes
- Expressing preferences about a wider range of books including modern fiction, traditional stories and myths and legends
- Exploring meaning of words in context
- Inferring characters feelings, thoughts and motives from their actions and justifying inferences with evidence
- Explaining the effect on the reader of the authors' choice of language

Key Skills in writing

- Create complex sentences by using relative clauses with pronouns *who, which, where, whose, when, that* e.g. *Sam, who had remembered his wellies, was first to jump in the river. The robberies, which had taken place over the past month, remained unsolved.*
- Create and punctuate complex sentences using openers
- Link ideas across paragraphs using adverbials for time, place and numbers e.g. *later, nearby, secondly*
- Plan writing by thinking how authors develop characters and settings
- Draft and write by blending action, dialogue and description within and across paragraphs
- Evaluate and edit by suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning

Unit Outcomes:

A short story based on 1001 Nights



Term: summer
Year: 5&6

Genre: Stories with Flashbacks

Duration: 3 weeks

Texts:

The Piano Aiden Gibbons
UP – opening section
Carrie's War – opening extract
The Sea Chest – Toni Buzzeo

Key Skills in reading

- Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change
- Make comparisons within and across texts e.g. *viewing events through the eyes of the child and the adult.*
- Analyse the conventions of different types of writing e.g. *use of dialogue to indicate geographical and/or historical settings for a story.*
- Explore texts in groups and deepening comprehension through discussion.
- Infer characters feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point Evidence Explanation.
- Explore, recognise and use the terms 'style' and 'effect'

Key Skills in writing

- Identify and use semi-colons to mark the boundary between independent clauses e.g. *It is raining; I am fed up.*
- Use a range of planning approaches e.g. *storyboard, story mountain, discussion group, post-it notes, ICT story planning.*
- Deviate narrative from linear or chronological sequence e.g. *flashbacks, simultaneous actions, time-shifts.*
- Use devices to build cohesion between paragraphs in narrative e.g. in the meantime, meanwhile, in due course, until then.
- Use ellipsis to link ideas between paragraphs.
- 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 short story told in flashback



Term: summer

Year: 5&6

Genre: Discussion

Duration: 3 weeks

Texts:

How to write a balanced argument on the BBC Bitesize website

Animals in the entertainment world

Norman Barrett MBE and his budgie circus act

Sea World website

Knowsley Safari Park

Blackpool Zoo

Wild Animals in Captivity on the RSPCA website

Animal Actors on the PETA website

Key Skills in reading

- Analyse the conventions of different types of writing e.g. *persuasive language*.
- Distinguish between statements of fact or opinion across a range of texts.
- Explain the effect on the reader of the authors' choice of language and reasons why the author may have selected these.
- Explain and discuss their understanding of what they have read through formal 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.
- Participate in debates on issues related to reading (non-fiction).
- Provide reasoned justifications for their views.

Key Skills in writing

- Use devices to build cohesion between paragraphs in persuasive and discursive texts e.g. *on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence*.
- Investigate and collect a range of synonyms and antonyms e.g. *bad: awful, substandard, unacceptable, unsatisfactory, dreadful, inferior, inadequate; superior, beneficial*.
- Combine text-types to create hybrid texts e.g. *persuasive speech*.
- Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. rhetorical questions, direct address to the reader.
- Use active and passive voice to achieve intended effects.

Unit Outcomes:

Written discursive essay



Term: summer

Year: 5&6

Genre: Debate

Duration: weeks

Texts:

How to write a balanced argument on the BBC Bitesize website

Animals in the entertainment world

Hymn to the Rainforest - short film

The Deforestation Debate on the Scholastic website

Threats to the Rainforest from Businesses and Farming from the BBC Bitesize website

Key Skills in reading

- Distinguish between statements of fact or opinion across a range of texts.
- 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.
- Prepare formal presentations individually or in groups.
- Use notes to support presentation of information.
- Respond to questions generated by a presentation.
- Participate in debates on an issue related to reading.
- Provide reasoned justifications for their views.
- Justify opinions and elaborate by referring to the text (*Point + Evidence + Explanation*).

Key Skills in writing

- Explore, collect and use modal verbs to indicate degrees of possibility e.g. *might, could, shall, will, must*.
- Identify the audience and purpose.
- Select the appropriate language and structures.
- Use similar writing models.
- Use devices to build cohesion, e.g. *firstly, furthermore, as a consequence*.
- Select appropriate grammar and vocabulary.
- Perform own compositions for different audiences:
 - Using appropriate intonation and volume.
 - Adding movement.
 - Ensuring meaning is clear

Unit Outcomes:

A persuasive speech.

A debate.



Term: summer

Year: 5&6

Genre: Poems with Figurative Language

Duration: 2 weeks

Texts:

Poems selected from:

Shades of Green – Poems Selected by Anne Harvey

A World of Poetry – Poems Selected by Michael Rosen

Ted Hughes Collected Poems for Children

Why is the Sky edited by John Agard

Key Skills in reading

- Participate in discussions about poems that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously.
- 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.
- 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.

Key Skills in writing

- 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.
- Perform own compositions for different audiences:
 - Using appropriate intonation and volume.
 - Adding movement.
 - Ensuring meaning is clear.

Unit Outcomes:

Poem(s) based on a model.