

English Plans Year 6







Contents

Introduction	1
Immerse, Analyse, Write Approach	4
Using the Plans	10
Genre Overview	12
Statutory Requirements	17
Block Plans	21
<u>Appendix</u>	
Immersion Strategies	54
Possible Cross-Curricular Links	59



Introduction

The Liverpool English team have developed a medium term planning document to support effective implementation of the National Curriculum.

Children need to secure knowledge, understanding and skills in decoding and comprehension in reading and in composition, transcription, vocabulary, grammar and punctuation in writing.

There is a key focus on the 'Immerse, Analyse, Write' teaching sequence to ensure that children have opportunities to practise the key skills whilst building the understanding and knowledge to apply these skills across a range of genres.

Each year group has a list of suggested genres with 2 – 3 week block plans for each one. Each plan includes Statutory Requirements, previous knowledge, possible texts and suggested teaching sequence.





“The greater part of writing is daydreaming, dreaming the dream of my story, until it hatches out. I love finishing it and then holding it in my hand and sharing my dream with my readers.”

- Michael Morpurgo



Immerse,
Analyse,
Write





Suggested Breakdown of Non-Fiction Text Blocks

This is based on a 2 week block

An initial write in the text type/ similar text type already covered and a quality mark of this against prior learning, will ensure that the work is focused on the identified gaps in learning and gives a rounded view to the block, with the opportunity for children to review and reflect on their work and understand how they have improved in this text type.

Immerse 3-4 days

This is when the children get to see and engage with different examples of the text type.

They will be using a lot of Speaking and Listening skills, such as following instructions (verbal and written), verbally explaining how to do specific tasks, recounting about a trip or event in/out of school, looking at different texts to find out information on a topic (maybe one from their Science, History, Geography, DT or RE work).

Telling their partner/group/class interesting information they have found.

Role playing persuading another group/person to do something they want to do, or change their mind to come to agreement on a specific question.

It is important to capture their thoughts and ideas through daily incidental writing (post-its, brainstorms, mind maps etc.) both in their books/journals and for the teacher to model choosing most effective ones to go up on to a working wall.

Analyse 1-2 days

This is the time to identify the key features of the text type through discussion and text marking.

Looking at lots of different examples and drawing up charts and tables to decide as a group/class which are the most effective layouts, giving considered reasons for this and talking about how to improve weaker examples.

This will lead to shared understanding of what a good one looks like and should be used to structure and assess the effectiveness of all their writing in this text type.





Write 5 days

Teacher models how to plan an example of the text type, using all the elements captured in the Immerse and Analyse days and the children to then have a go at writing a plan for the different example they will be writing in the text type

Teacher models how to write the introduction for their example and the children to then have a go at writing their introductions

Teacher models how to improve their plan/introduction and then the children have a go at improving their own.

Teacher models the next couple of key features of the text type; children have a go for themselves.

Teacher models improving the text, children have a go for themselves.

Teacher models writing the ending for the text type and re-evaluates it against success criteria already agreed and shown on working wall.

Depending on the text type, there may be time to repeat this process again to produce 2 or 3 examples written by the children, with the amount of scaffolding being reduced each time.





Suggested Breakdown of Fiction Text Blocks

This is based on a 2 week block

An initial write in the text type/ similar text type already covered and a quality mark of this against prior learning, will ensure that the work is focused on the identified gaps in learning and gives a rounded view to the block, with the opportunity for children to review and reflect on their work and understand how they have improved in this text type.

Immerse 3-4 days

This is when the children get to engage with the text. This may be one longer text/ discussion of synopsis of different texts by the same author/different versions of the same story/different stories in the same text type to draw comparisons from. A film version of a longer text is also a good way to cover a whole novel in 3-4 sessions.

They will be using a lot of Speaking and Listening skills, such as role-play in character, role on the wall, boxing up the story, babble gabble to get to the key elements of the part/whole of the story, story mapping events in order.

Using storyboards before, during and after the retelling of the story.

Think/pair/share of events and /or actions. Conscience Alley to decide what they think character should do at particular point in the story.

Hot seating in-role, to answer and ask questions. Barrier games to describe the setting/character to a partner

It is important to capture their thoughts and ideas through daily incidental writing (post-its, brainstorm, mind maps, thought and speech bubbles etc.) both in their books/journals and for the teacher to model choosing most effective ones to go up on to a working wall.

Analyse 1-2 days

This is the time to identify the key features of the text type through discussion and text marking.

Looking at the events in the story/stories shared.

Identifying interesting language/improving the text and the importance of word order to convey meaning/tension in the writing (as applicable).

How setting impacts on events.

This will lead to shared understanding of what a good one looks like and should be used to structure and assess the effectiveness of all their writing in this text type.





Write 5 days

Teacher models how to plan an example of the text type, using all the elements captured in the Immerse and Analyse days and the children to then have a go at writing a plan for the different example they will be writing in the text type

Teacher models how to write the introduction for their example and the children to then have a go at writing their introductions

Teacher models how to improve their plan/introduction and then the children have a go at improving their own.

Teacher models the middle of the story with the problem main character has to overcome, children have a go for themselves.

Teacher models improving the middle and problem, children have a go for themselves.

Teacher models writing the ending and re-evaluates it against success criteria already agreed and shown on working wall.

Words and phrases identified in the Immerse and Analyse phases are highlighted if they have been used, and if not used, they can be used as part of the editing for improvement process before moving on to the next part of the story.





Suggested Breakdown of Poetry Blocks

This is based on a 2 week block

If completing over 1 week, simply halve the number of suggested days, ensuring IAW covered.

An initial write in the text type/ similar text type already covered and a quality mark of this against prior learning, will ensure that the work is focused on the identified gaps in learning and gives a rounded view to the block, with the opportunity for children to review and reflect on their work and understand how they have improved in this text type.

Immerse 3-4 days

This is when the children get to see and engage with different examples of the poems in a particular style. This may be one longer poem/ discussion of synopsis of different poems by the same author/different versions of the same poem/different poems in the same text type to draw comparisons from.

They will be using a lot of Speaking and Listening skills, such as role-play in character, role on the wall, babble gabble to get to the key elements of the part/whole of the poem, story mapping events in order.

Using storyboards before, during and after the retelling of the poem, (longer narrative poems especially).

Think/pair/share of events and /or actions. Conscience Alley to decide what they think character should do at particular point in the poem.

Rehearsal and performance of poem/s

It is important to capture their thoughts and ideas through daily incidental writing (post-its, brainstorm, mind maps, speech, thought and emotion bubbles etc.) both in their books/journals and for the teacher to model choosing most effective ones to go up on to a working wall.

Analyse 1-2 days

This is the time to identify the key features of the poems through discussion and text marking.

Looking at lots of different examples and drawing up charts and tables to decide as a group/class which are the most effective poems, giving considered reasons for this and talking about how to improve weaker examples.

Identifying the patterns/features/themes specific to the poem style.

This will lead to shared understanding of what a good one looks like and should be used to structure and assess the effectiveness of all their writing in this text type.





Write 5 days

Teacher models how to plan an example of the poem, using all the elements captured in the Immerse and Analyse days and the children to then have a go at writing a plan for the different example they will be writing as a poem.

Teacher models how to write the first part for their example and the children to then have a go at writing their own starts to the poem.

Teacher models how to improve their first part and then the children have a go at improving their own.

Teacher models the next part/end of the poem; children have a go for themselves.

Teacher models improving the poem, children have a go for themselves.

Teacher re-evaluates and refines it against success criteria already agreed and shown on working wall.

Depending on the poem style, there may be time to repeat this process again to produce 2 or 3 examples written by the children, with the amount of scaffolding being reduced as appropriate.





Using The Plans

This is not a scheme but it is more than a medium term plan

The programme of study has been split into:

Reading

- Word Reading
- Comprehension

Writing

- Transcription
- Handwriting
- Composition
- Vocabulary, Grammar and Punctuation

Year 6	
Across the year	<ul style="list-style-type: none"> • Poetry - Imagery • Biography • Auto-Biography • Balanced Arguments • Unbalanced Arguments • Flashbacks • Time Slips • Journalistic • Letter Writing • Formal / Impersonal Writing • Play Scripts • Action Stories
Revisions	<ul style="list-style-type: none"> • Myths • Legends • Diaries

These allocations serve only as a guide for the organisation of the teaching. Other factors such as term length, organisation of the daily English lesson, prior knowledge and cross-curricular links may determine the way in which English is prioritised, taught and delivered in your school.

Each block has assigned Statutory Requirements which are repeated throughout the year or phase. Word Reading, Transcription, Spelling and Handwriting however, have not been allocated and need to be planned for. These will be continuous.

The teaching sequence is then outlined for each block using the 'Immerse, Analyse, Write' approach. As before, the timings allocated and the organisation and frequency of delivery is flexible and will vary from school to school.

There are 2 appendices attached:

Appendix 1 – Immersion Strategies

Appendix 2 – Cross Curricular Links



Genre Overview





Year 6	Genres	Possible Texts
	<p>Across the year</p> <ul style="list-style-type: none"> • Poetry – Imagery • Biography • Auto-Biography • Balanced Arguments 	<p>Poetry – Imagery June and The Wolves – Jackie Austin Snow and Snow – Ted Hughes Silver – Walter De La Mare City Jungle – Pie Corbett Jack Frost, Artist – Denise Rodgers</p> <p>Biography Choose biographies written about people the children are interested in or have looked at in other subjects Roald Dahl (Famous People Famous Lives) – Emma Fischal Famous People in History 1 – Nicolas Soames</p> <p>Auto-biography Choose autobiographies written about people the children are interested in or have looked at in other subjects Long Walk To Freedom – Nelson Mandela Andy Murray: Seventy-Seven: My Road to Wimbledon Glory – Andy Murray David Beckham: My Side – David Beckham Judith Kerr's Creatures: A Celebration of the Life and Work of Judith Kerr – Judith Kerr</p> <p>Balanced Arguments http://www.bbc.co.uk/bitesize/ks2/english/writing/argument/read/1/ http://www.bbc.co.uk/learningzone/clips/discussion-for-and-against/8444.html http://downloads.bbc.co.uk/schools/teachers/ks2worksheets/bbc_teachers_ks2_english_worksheet_planning_a_balanced_argument.pdf http://www.bbc.co.uk/learningzone/clips/uniform-vs-non-uniform/6874.html</p>



Genres	Possible Texts
<ul style="list-style-type: none"> • Unbalanced Arguments 	<p>Unbalanced Arguments Use the balanced arguments to show the differences between the two http://www.bbc.co.uk/schools/teachers/ks2_lessonplans/english/argument.shtml</p>
<ul style="list-style-type: none"> • Flashbacks 	<p>Flashbacks Step by Wicked Step – Anne Fine The Sleeping Sword – Michael Morpurgo The Mozart Question – Michael Morpurgo Stig of the Dump – Clive King</p>
<ul style="list-style-type: none"> • Time Slips 	<p>Time Slips Children of Winter – Berlie Doherty The Time Machine – H.G. Wells Scavenger Boy – Theresa Tomlinson (1 of 4 books set around Sheffield)</p>
<ul style="list-style-type: none"> • Journalistic 	<p>Journalistic http://www.iboard.co.uk/activity/Journalist-Desk-Cheese-Hurling-442 http://www.iboard.co.uk/iwb/Journalist-Desk-Goat-Rescue-523 http://www.iboard.co.uk/activity/Journalist-Desk-Missing-Link-525 http://www.iboard.co.uk/activity/Journalist-Desk-Robot-Cleaner-526 http://www.iboard.co.uk/activity/Journalist-Desk-Sculpture-Theft-527 http://www.iboard.co.uk/activity/Journalist-Desk-Snake-Escape-524</p>
<ul style="list-style-type: none"> • Letter Writing 	<p>Letter Writing http://www.bbc.co.uk/bitesize/ks2/english/writing/letters/read/1/ http://www.tes.co.uk/ResourceDetail.aspx?storyCode=6289786</p>





	<ul style="list-style-type: none"> • Formal / Impersonal Writing • Play Scripts • Action Stories <p>Revision</p> <ul style="list-style-type: none"> • Myths 	<p>Formal / Impersonal Writing Use guides and leaflets on places of interest locally and further afield</p> <p>Play scripts http://www.tes.co.uk/teaching-resource/Year-6-revision-literacy-playscripts-6306898/ You can use any story that the children have engaged well with and turn it into a playscript</p> <p>Collins Drama - Buggy Malone: Playscript – Alan Parker The Betrayal and Other Plays – Mike Gould Mr William Shakespeare's Plays – Marcia Williams</p> <p>Action Stories The Thief Lord – Cornelia Funke The Hobbit – JRR Tolkien Gangsta Granny – David Walliams Stormbreaker (Alex Rider) – Anthony Horowitz</p> <p>Myths http://myths.e2bn.org/ Usborne Book of Greek Myths (Usborne Myths & Legends) – Anna Milbourne The Children's Book of Myths and Legends – Ronne Randall Greek Myths – Marcia Williams</p>
--	--	--





	<ul style="list-style-type: none"> • Legends • Diaries 	<p>Legends http://myths.e2bn.org/ Beowulf – Michael Morpurgo Sir Gawain and the Green Knight – Michael Morpurgo Arthur High King of Britain – Michael Morpurgo</p> <p>Diaries The Diary of Anne Frank – Anne Frank Diary of a Wimpy Kid – Jeff Kinney http://prezi.com/ui28dijgcobc/diary-writingks2/?utm_campaign=share&utm_medium=copy</p>
--	--	--



Statutory Requirements





Year 6 Statutory Requirements

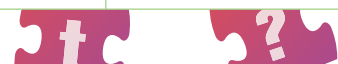
Reading	Writing	Vocabulary, Grammar and punctuation	Spelling	Speaking and Listening
<p>Word reading</p> <p>Pupils should be taught to:</p> <p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p> <p>Comprehension</p> <p>Pupils should be taught to:</p> <p>maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices 	<p>Transcription</p> <p>Spelling (see Appendix 1)</p> <p>Pupils should be taught to:</p> <p>use further prefixes and suffixes and understand the guidelines for adding them</p> <p>spell some words with 'silent' letters, e.g. knight, psalm, solemn</p> <p>continue to distinguish between homophones and other words which are often confused</p> <p>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</p> <p>use dictionaries to check the spelling and meaning of words</p> <p>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>use a thesaurus.</p> <p>Handwriting and Presentation</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task. 	<p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility <p>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <ul style="list-style-type: none"> learning the grammar for years 5 and 6 in English Appendix 2 <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis 	<p>vowel letters to words ending in –fer</p> <p>Use of the hyphen</p> <p>Words with the /i:/ sound spelt ei after c</p> <p>Words containing the letter-string ough</p> <p>Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</p> <p>Homophones and other words that are often confused</p>	<p>Pupils should be taught to:</p> <p>listen and respond appropriately to adults and their peers</p> <p>ask relevant questions to extend their understanding and knowledge</p> <p>use relevant strategies to build their vocabulary</p> <p>articulate and justify answers, arguments and opinions</p> <p>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>speak audibly and fluently with an increasing command of Standard English</p> <p>participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>gain, maintain and monitor the interest of the listener(s)</p>





Year 6 Statutory Requirements

Reading	Writing	Vocabulary, Grammar and punctuation	Spelling	Speaking and Listening
<ul style="list-style-type: none"> recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <p>understand what they read by:</p> <ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas 	<p>Composition</p> <p>Pupils should be taught to plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] 	<ul style="list-style-type: none"> using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading <p>Appendix 2:</p> <p>Word:</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out</i> – <i>discover</i>; <i>ask for</i> – <i>request</i>; <i>go in</i> – <i>enter</i>]</p> <p>How words are related by meaning as synonyms and antonyms [for example, <i>big</i>, <i>large</i>, <i>little</i>].</p> <p>Sentence:</p> <p>Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)</i>].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come in</i> some very formal writing and speech]</p>	<p>The /ɔ:/ sound spelt a before l and ll</p> <p>The /ʌ/ sound spelt o</p> <p>The /i:/ sound spelt –ey</p> <p>The /ɒ/ sound spelt a after w and qu</p> <p>The /ɜ:/ sound spelt or after w</p> <p>The /ɔ:/ sound spelt ar after w</p> <p>The /ɜ/ sound spelt s</p> <p>The suffixes –ment, –ness, –ful and –less</p> <p>Contractions</p> <p>The possessive apostrophe (singular nouns)</p> <p>Words ending in –tion</p> <p>Homophones and near-homophones</p> <p>Common exception words</p>	<p>consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>select and use appropriate registers for effective communication.</p>



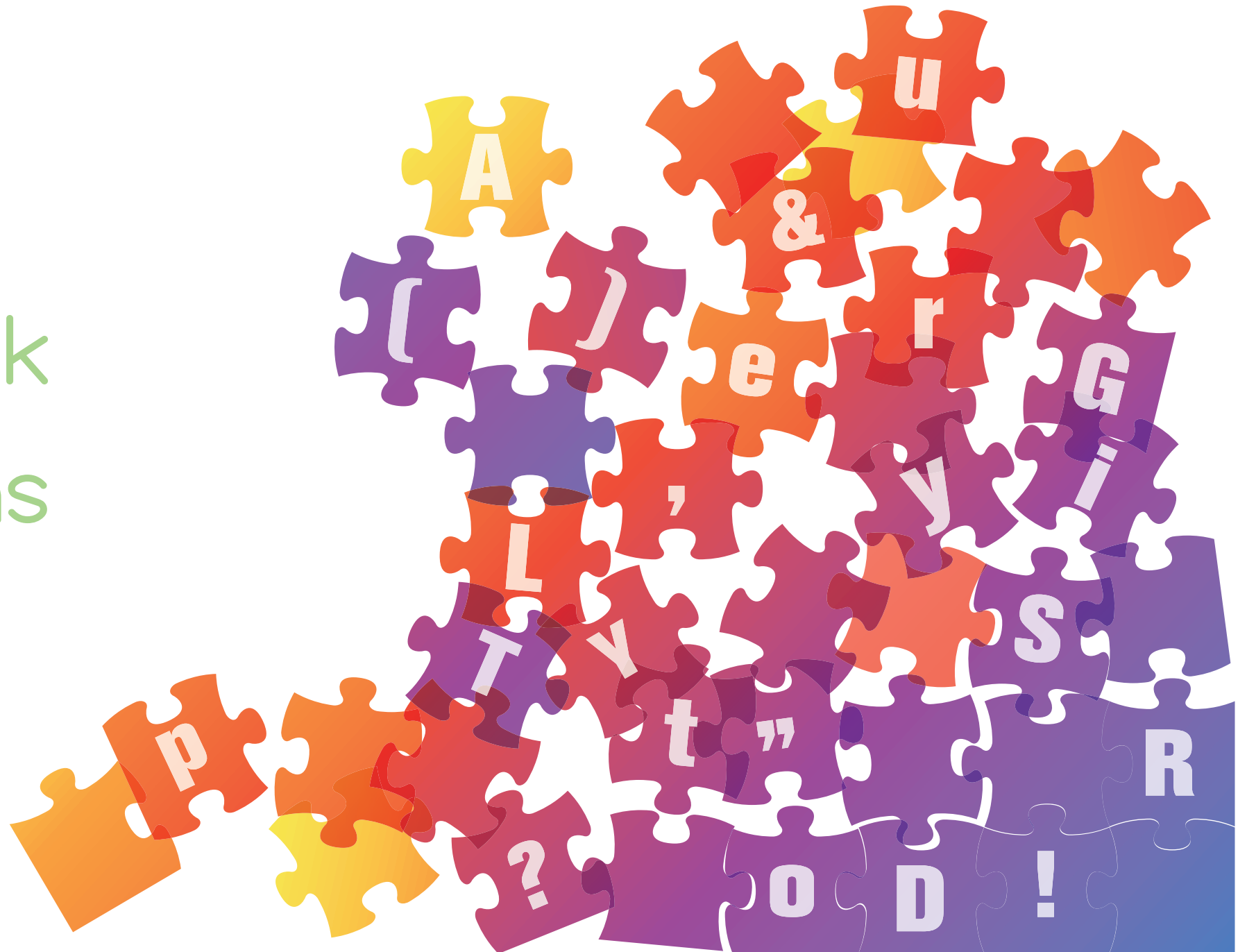


Year 6 Statutory Requirements

Reading	Writing	Vocabulary, Grammar and punctuation	Spelling	Speaking and Listening
<ul style="list-style-type: none"> identifying how language, structure and presentation contribute to meaning <p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>distinguish between statements of fact and opinion</p> <p>retrieve, record and present information from non-fiction</p> <p>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</p> <p>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</p> <p>provide reasoned justifications for their views</p>	<p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors <ul style="list-style-type: none"> perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<p>Text:</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>], and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p> <p>Punctuation:</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p> <p>Terminology: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>		



Block Plans





Poetry - Images
Statutory Requirements

Reading – comprehension

maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, **non-fiction** and reference books or textbooks
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

understand what they read by:

- asking questions to improve their understanding
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- 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 and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views

Writing-Composition

plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary

draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- proof-read for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Vocabulary, Grammar and Punctuation

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 (if relevant)
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading (if relevant)

Terminology

subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points





English Appendix 2:

Word

- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out – discover; ask for – request; go in – enter*]
- How words are related by meaning as synonyms and antonyms [for example, *big, large, little*].

Sentence

- Use of the **passive** to affect the presentation of information in a **sentence** [for example, *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*].
- The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: *He's your friend, isn't he?*, or the use of **subjunctive** forms such as *If I were* or *Were they* to come in some very formal writing and speech]

Text

- Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections [for example, the use of **adverbials** such as *on the other hand, in contrast, or as a consequence*], and **ellipsis**
- Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

Punctuation

- Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*]
- Use of the colon to introduce a list and use of semi-colons within lists
- **Punctuation** of bullet points to list information
- How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]

Previous Knowledge / Prior Learning

Check that children can already:

Discuss their responses to a range of poetry they have read.

Identify and discuss the various features of a poem, including the structure and organisation of the text and the way language is used to create effects on the reader.

Suggested Texts

June and The Wolves – **Jackie Austin**

Snow and Snow – **Ted Hughes**

Silver – **Walter De La Mare**

City Jungle – **Pie Corbett**

Jack Frost, Artist – **Denise Rodgers**





Phased Teaching (based on 2-3 weeks)

Immersion

- Display examples of imagery poetry.
- Building on from Year 5, children further explore the use of personification in other poets' work and then use this experience as a basis for shared and independent writing of their own personification poems.
- During this process, a way of working, involving playing with language and then forming and shaping ideas, is modelled and practiced.
- ICT may be used to provide a visual or aural stimulus and/or to develop and present the poems.
- Understand how poets can use powerful images to communicate with their readers.
- Understand how poets can use personification to communicate with their readers. Understand how poets can use surreal, surprising and amusing images to communicate with their readers.
- Write phrases that begin to use personification effectively.
- Capture ideas, language and learning to be able to use and apply in the writing phase.

Analysis

- Identify and display the features of imagery poetry.
- Model focusing on the use of powerful images in poetry.
- Model focusing on the use of surreal, surprising and amusing images in poetry.
- Write a poem that begins to use powerful imagery effectively.
- Write a poem that begins to use surreal, surprising and amusing imagery effectively.
- Include incidental writing opportunities.

Writing / Presentation

- Outcomes from the whole unit are shared and evaluated against pre-agreed criteria for the use of strong images, and then performed and/or published in some oral, paper or electronic form.
- Value their own poems and those of others and enjoy sharing them
- Plan, draft, edit and review.
- Produce imagery poem/s, applying all the learning from this block





Biography

Statutory Requirements

Reading – comprehension

maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, **non-fiction** and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books

understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- 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 and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views

Writing-Composition

plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary

draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- proof-read for spelling and punctuation errors

Vocabulary, Grammar and Punctuation

develop their understanding of the concepts set out in English Appendix 2 by:

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learning the grammar for years 5 and 6 in English Appendix 2

indicate grammatical and other features by:

- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading

Terminology

subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points





English Appendix 2:

Word

- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out* – *discover*; *ask for* – *request*; *go in* – *enter*]
- How words are related by meaning as synonyms and antonyms [for example, *big*, *large*, *little*].

Sentence

- Use of the **passive** to affect the presentation of information in a **sentence** [for example, *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*].
- The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: *He's your friend, isn't he?*, or the use of **subjunctive** forms such as *If I were* or *Were they* to come in some very formal writing and speech]

Text

- Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections [for example, the use of **adverbials** such as *on the other hand*, *in contrast*, or *as a consequence*], and **ellipsis**
- Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

Punctuation

- Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*]
- Use of the colon to introduce a list and use of semi-colons within lists
- **Punctuation** of bullet points to list information
- How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]

Previous Knowledge / Prior Learning

Check that children can already:

Identify and discuss the language and organisational features of information texts.

Identify and discuss elements of persuasion when they encounter them in texts.

Identify and discuss the comparative advantages of using words, images and sounds when communicating through multimodal text.

Understand how texts are and can be adapted to suit different purposes and audiences.

Suggested Texts

Choose biographies written about people the children are interested in or have looked at in other subjects

Roald Dahl (Famous People Famous Lives) – **Emma Fischal**

Famous People in History 1 – **Nicolas Soames**



Phased Teaching (based on 2-3 weeks)

Immersion

- 📖 Display examples of biographies.
- 📖 Explore the biography of a particular person as presented in a range of different texts. Build up a picture of the life from the various perspectives offered, as well as discussing and evaluating the differences between the texts.
- 📖 Evaluate the reliability and usefulness of biographical information from different sources.
- 📖 Understand the terms 'biography' and 'autobiography' and can use them appropriately.
- 📖 Extract and interpret information effectively from biographical and autobiographical sources.
- 📖 Capture ideas, language and learning to be able to use and apply in the writing phase.

Analysis

- 🔍 Reread and analyse some of the biography text, identifying key language, structure, organisation and presentational features as preparation for writing.
- 🔍 Recognise the structure and language, organisational and presentational features of different forms of biography.
- 🔍 Include incidental writing opportunities.

Writing / Presentation

- ✍️ Following teacher modelling, children set their own writing challenge and, based on a range of biographical information, write biographies of the person concerned, selecting their own approach and medium, as required by the purpose and audience.
- ✍️ Write an effective biography or autobiography selecting language, form, format and content to suit a particular audience and purpose.
- ✍️ Plan, draft, edit and review.
- ✍️ **Produce a biography, applying all the learning from this block**

Auto-Biography Statutory Requirements

Reading – comprehension

maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, **non-fiction** and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books

understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction

Writing-Composition

plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary

draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- proof-read for spelling and punctuation errors

Vocabulary, Grammar and Punctuation

develop their understanding of the concepts set out in English Appendix 2 by:

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learning the grammar for years 5 and 6 in English Appendix 2

indicate grammatical and other features by:

- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading



<ul style="list-style-type: none"> - 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 and debates, maintaining a focus on the topic and using notes where necessary - provide reasoned justifications for their views 		<p>Terminology subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>
---	--	--

English Appendix 2:

Word

- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out – discover; ask for – request; go in – enter*]
- How words are related by meaning as synonyms and antonyms [for example, *big, large, little*].

Sentence

- Use of the **passive** to affect the presentation of information in a **sentence** [for example, *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*].
- The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: *He's your friend, isn't he?*, or the use of **subjunctive** forms such as *If I were* or *Were they* to come in some very formal writing and speech]

Text

- Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections [for example, the use of **adverbials** such as *on the other hand, in contrast, or as a consequence*], and **ellipsis**
- Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

Punctuation

- Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*]
- Use of the colon to introduce a list and use of semi-colons within lists
- **Punctuation** of bullet points to list information
- How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]





Previous Knowledge / Prior Learning

Check that children can already:

- Identify and discuss the language and organisational features of information texts.
- Identify and discuss elements of persuasion when they encounter them in texts.
- Identify and discuss the comparative advantages of using words, images and sounds when communicating through multimodal text.
- Understand how texts are and can be adapted to suit different purposes and audiences.

Suggested Texts

Choose autobiographies written about people the children are interested in or have looked at in other subjects

Long Walk To Freedom – **Nelson Mandela**

Andy Murray: Seventy-Seven: My Road to Wimbledon Glory – **Andy Murray**

David Beckham: My Side – **David Beckham**

Judith Kerr's Creatures: A Celebration of the Life and Work of Judith Kerr – **Judith Kerr**

Phased Teaching (based on 2-3 weeks)

Immersion

- 📖 Display examples of autobiographies.
- 📖 Access the same biography from an audio or audio-visual source, make notes and then prepare and give an oral presentation to answer some key questions about the person's life.
- 📖 Recognise the structure and language, organisational and presentational features of different forms of autobiography.
- 📖 Capture ideas, language and learning to be able to use and apply in the writing phase.

Analysis

- 🔍 Children reread and analyse some of the autobiography texts, identifying key language, structure, organisation and presentational features as preparation for writing.
- 🔍 Recognise the structure and language, organisational and presentational features of different forms of autobiography.
- 🔍 Include incidental writing opportunities.

Writing / Presentation

- ✍️ Following teacher modelling, children set their own writing challenge and write autobiographies, selecting their own approach and medium, as required by the purpose and audience.
- ✍️ Write an effective autobiography selecting language, form, format and content to suit a particular audience and purpose.
- ✍️ Plan, draft, edit and review.
- ✍️ **Produce own autobiography, applying all the learning from this block**



Arguments – Unbalanced and Balanced Statutory Requirements

Reading – comprehension

maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, **non-fiction** and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books

understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Writing-Composition

plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary

draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

Vocabulary, Grammar and Punctuation

develop their understanding of the concepts set out in English Appendix 2 by:

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learning the grammar for years 5 and 6 in English Appendix 2

indicate grammatical and other features by:

- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading



<ul style="list-style-type: none"> - distinguish between statements of fact and opinion - retrieve, record and present information from non-fiction - 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 and debates, maintaining a focus on the topic and using notes where necessary - provide reasoned justifications for their views 	<ul style="list-style-type: none"> • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register - proof-read for spelling and punctuation errors <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>	<p>Terminology subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>
--	--	--

English Appendix 2:

Word

- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out – discover; ask for – request; go in – enter*]
- How words are related by meaning as synonyms and antonyms [for example, *big, large, little*].

Sentence

- Use of the **passive** to affect the presentation of information in a **sentence** [for example, *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*].
- The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: *He's your friend, isn't he?*, or the use of **subjunctive** forms such as *If I were* or *Were they* to come in some very formal writing and speech]

Text

- Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections [for example, the use of **adverbials** such as *on the other hand, in contrast, or as a consequence*], and **ellipsis**
- Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

Punctuation

- Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*]
- Use of the colon to introduce a list and use of semi-colons within lists
- **Punctuation** of bullet points to list information
- How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]





Previous Knowledge / Prior Learning

Check that children can already:

Identify and discuss elements of persuasion when they encounter them in texts.

Recognise the difference between the expression of a particular viewpoint and the presentation of a balanced discussion.

Understand how texts are and can be adapted to suit different purposes and audiences.

Use clear language to present a spoken argument or point of view.

Suggested Texts

Use the balanced arguments to show the differences between the two

http://www.bbc.co.uk/schools/teachers/ks2_lessonplans/english/argument.shtml

<http://www.bbc.co.uk/bitesize/ks2/english/writing/argument/read/1/>







<http://www.bbc.co.uk/learningzone/clips/discussion-for-and-against/8444.html>

http://downloads.bbc.co.uk/schools/teachers/ks2worksheets/bbc_teachers_ks2_english_worksheet_planning_a_balanced_argument.pdf





<http://www.bbc.co.uk/learningzone/clips/uniform-vs-non-uniform/6874.html>

Phased Teaching (based on 2-3 weeks)





Immersion

-  Display examples of balanced and unbalanced arguments.
-  Explore a controversial issue (possibly related to other areas of the curriculum) through reading and discussing a wide range of texts providing examples of for, against and balanced views.
-  Include a variety of formats.
-  Identify bias when considering a controversial issue.
-  Identify when it is appropriate to use formal and impersonal language.
-  Capture ideas, language and learning to be able to use and apply in the writing phase.

Analysis

-  Identify and display the features of balanced and unbalanced arguments.
-  Explore one or more issues through discussion, debate and role-play, and practise the oral presentation of both one-sided and balanced arguments.
-  Use clear language and appropriate presentational features both to present a particular case (argument) and to provide a balanced overview (discussion).
-  Include incidental writing opportunities.

Writing / Presentation

-  Following teacher modelling, children write both a one-sided (persuasive) argument and a balanced (reasoned) discussion selecting their own approach and medium for each, to suit their purpose and audience.
-  Write both an effective argument for a particular case and a balanced discussion of an issue, selecting language, form, format and content to suit a particular audience and purpose.
-  Plan, draft, edit and review.
-  **Produce unbalanced and balanced arguments, applying all the learning from this block.**



Flashback

Statutory Requirements

Reading – comprehension

maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, **non-fiction** and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books

understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied

Writing-Composition

plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs

evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing

Vocabulary, Grammar and Punctuation

develop their understanding of the concepts set out in English Appendix 2 by:

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learning the grammar for years 5 and 6 in English Appendix 2

indicate grammatical and other features by:

- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading



<ul style="list-style-type: none"> • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • identifying how language, structure and presentation contribute to meaning - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - 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 - provide reasoned justifications for their views 	<ul style="list-style-type: none"> • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register - proof-read for spelling and punctuation errors - perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear 	<p>Terminology subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>
---	--	--

English Appendix 2:

Word

- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out – discover; ask for – request; go in – enter*]
- How words are related by meaning as synonyms and antonyms [for example, *big, large, little*].

Sentence

- Use of the **passive** to affect the presentation of information in a **sentence** [for example, *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*].
- The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: *He's your friend, isn't he?*, or the use of **subjunctive** forms such as *If I were* or *Were they* to come in some very formal writing and speech]

Text

- Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections [for example, the use of **adverbials** such as *on the other hand, in contrast, or as a consequence*], and **ellipsis**
- Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

Punctuation

- Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*]
- Use of the colon to introduce a list and use of semi-colons within lists
- **Punctuation** of bullet points to list information
- How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]





Previous Knowledge / Prior Learning

Check that children can already:

Form opinions and personal responses to text, using evidence from a written or visual text to support and justify responses.

Infer authors' perspectives and understand underlying themes.

Use and manipulate paragraphs to structure and shape a narrative.

Suggested Texts

Step by Wicked Step – **Anne Fine**

The Sleeping Sword – **Michael Morpurgo**

The Mozart Question – **Michael Morpurgo**

Stig of the Dump – **Clive King**

Phased Teaching (based on 2-3 weeks)

Immersion

- Display examples of flashback stories.
- Watch the short film The Piano by Aidan Gibbons.
- Identify underlying themes in the text and how they are conveyed. Identify techniques used to indicate shifts in time through flashbacks in a short narrative.
- Express views on how an author has used a range of techniques to indicate a specific mood in a text.
- Identify a range of techniques used by an author to indicate shifts in time between past and present.
- Capture ideas, language and learning to be able to use and apply in the writing phase.

Analysis

- Identify and display the features of flashback stories
- Use music as a stimulus to gather ideas and decide on the pace of a new short narrative.
- Plan a short narrative.
- Use paragraphs to structure their own writing and to create pace in a short narrative.
- Include incidental writing opportunities.

Writing / Presentation

- Write their own short narrative using paragraphs to structure and pace the ideas and a range of techniques to indicate the passage of time.
- Use different narrative techniques to indicate the passage of time between past and present to engage a reader.
- Plan, draft, edit and review.
- Produce a story with flashbacks, applying all the learning from this block.



Flashback

Statutory Requirements

Reading – comprehension

maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, **non-fiction** and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books

understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied

Writing-Composition

plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs

evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing

Vocabulary, Grammar and Punctuation

develop their understanding of the concepts set out in English Appendix 2 by:

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learning the grammar for years 5 and 6 in English Appendix 2

indicate grammatical and other features by:

- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading



- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- 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
- provide reasoned justifications for their views

- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors

Terminology
subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

English Appendix 2:

Word

- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out – discover; ask for – request; go in – enter*]
- How words are related by meaning as synonyms and antonyms [for example, *big, large, little*].

Sentence

- Use of the **passive** to affect the presentation of information in a **sentence** [for example, *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*].
- The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: *He's your friend, isn't he?*, or the use of **subjunctive** forms such as *If I were* or *Were they* to come in some very formal writing and speech]

Text

- Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections [for example, the use of **adverbials** such as *on the other hand, in contrast, or as a consequence*], and **ellipsis**
- Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

Punctuation

- Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*]
- Use of the colon to introduce a list and use of semi-colons within lists
- **Punctuation** of bullet points to list information
- How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]





Previous Knowledge / Prior Learning

Check that children can already:

Identify and discuss the various features of a fiction text; including characters, settings, themes and dilemmas, the author's intentions, the structure and organisation of the text and the way language is used to create effects for the reader.

Discuss their responses to a range of fiction they have read.

Use a range of approaches and learning strategies; for example role-play, dialogue and experimental writing, to extend and explore their understanding of and response to works of fiction.

Suggested Texts

Children of Winter – **Berlie Doherty**

The Time Machine – **H.G. Wells**

Scavenger Boy – **Theresa Tomlinson** (1 of 4 books set around Sheffield)

Phased Teaching (based on 2-3 weeks)

Immersion

- 📖 Display examples of time slip stories.
- 📖 Introduced to and explore the wide range of genres covered by children's fiction. They explore their own and others' reading preferences within this range and extend their own reading repertoire as they work towards identification and appreciation of the distinguishing features of each genre.
- 📖 Discuss the principal features of different genres of children's fiction.
- 📖 Explain reading preferences in terms of the different genres.
- 📖 Capture ideas, language and learning to be able to use and apply in the writing phase.

Analysis

- 🔍 Explore further the features of two or more contrasting time slip stories, through engagement with and analysis of short story examples.
- 🔍 These stories provide models for subsequent writing and their structure and language are analysed to help in this.
- 🔍 Analyse the language and organisational features of fiction genres.
- 🔍 Include incidental writing opportunities.

Writing / Presentation

- ✍️ Plan, draft, write and improve an engaging short story in a particular genre using appropriate language and organisational features.
- ✍️ Teacher demonstration and peer collaboration support this, together with continued reference back to the features identified.
- ✍️ Consideration of paragraph and sentence structure also feeds into the process.
- ✍️ Outcomes are shared and evaluated as examples of the genre, against pre-agreed criteria.
- ✍️ Plan, draft, edit and review.
- ✍️ **Produce a story with timeslips, applying all the learning from this block.**



Journalistic Statutory Requirements

Reading – comprehension

maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, **non-fiction** and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes

understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- 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 and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views

Writing-Composition

plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary

draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing

Vocabulary, Grammar and Punctuation

develop their understanding of the concepts set out in English Appendix 2 by:

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learning the grammar for years 5 and 6 in English Appendix 2

indicate grammatical and other features by:

- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading



	<ul style="list-style-type: none"> • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register - proof-read for spelling and punctuation errors - perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear 	<p>Terminology subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>
--	--	--

English Appendix 2:

Word

- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out – discover; ask for – request; go in – enter*]
- How words are related by meaning as synonyms and antonyms [for example, *big, large, little*].

Sentence

- Use of the **passive** to affect the presentation of information in a **sentence** [for example, *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*].
- The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: *He's your friend, isn't he?*, or the use of **subjunctive** forms such as *If I were* or *Were they* to come in some very formal writing and speech]

Text

- Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections [for example, the use of **adverbials** such as *on the other hand, in contrast, or as a consequence*], and **ellipsis**
- Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

Punctuation

- Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*]
- Use of the colon to introduce a list and use of semi-colons within lists
- **Punctuation** of bullet points to list information
- How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]





Previous Knowledge / Prior Learning

Check that children can already:

Identify and discuss the language and organisational features of information texts.

Use a range of questions to elicit relevant information.

Plan, research and write a non-fiction script.

Work with others to deliver a polished performance of a script and evaluate their own performance.

Suggested Texts

<http://www.iboard.co.uk/activity/Journalist-Desk-Cheese-Hurling-442>

<http://www.iboard.co.uk/iwb/Journalist-Desk-Goat-Rescue-523>

<http://www.iboard.co.uk/activity/Journalist-Desk-Missing-Link-525>

<http://www.iboard.co.uk/activity/Journalist-Desk-Robot-Cleaner-526>

<http://www.iboard.co.uk/activity/Journalist-Desk-Sculpture-Theft-527>

<http://www.iboard.co.uk/activity/Journalist-Desk-Snake-Escape-524>

Phased Teaching (based on 2-3 weeks)

Immersion

- Display examples of journalistic writing.
- Read, explore, discuss and compare a wide range of journalistic news reports, in a variety of formats, on paper and on screen.
- Listen to and compare a number of news reports.
- Experience of a wide range of news reporting and can understand what is being communicated, why and how.
- They can evaluate its effectiveness in terms of informing and engaging its audience.
- Aware of the power and potential of different communication modes.
- Listen attentively to an aural news report and make notes for specific purposes.
- Use discussion and drama techniques to explore a particular event, incident or situation, and its protagonists.
- Capture ideas, language and learning to be able to use and apply in the writing phase.

Analysis

- They identify key language, structure, organisation and presentational features of journalistic reports, both as written text and as scripts for oral presentation as preparation for writing.
- Understand some key features of the way radio news programmes are structured and presented to inform and engage particular audiences.
- Reread and analyse some of the journalistic news texts, both in written and aural formats.
- Include incidental writing opportunities.

Writing / Presentation

- Following teacher modelling, children write a news report about the incident explored earlier.
- They then use this as a basis for a script which they present orally as a radio news item.
- This can then be extended into a one-day cross-curricular radio newsroom simulation as a form of writing workshop.
- Write an effective news article in journalistic style, selecting language, form, format and content to suit a particular audience and purpose.
- They can use this as the basis for a script and present it orally in the style of a radio news item in a way which is informative and engaging.
- Plan, draft, edit and review.
- Produce radio, newspaper or magazine piece/s, applying all the learning from this block.**



Letter Writing

Statutory Requirements

Reading – comprehension

maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, **non-fiction** and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- identifying and discussing themes and conventions in and across a wide range of writing

understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
 - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
 - distinguish between statements of fact and opinion
 - retrieve, record and present information from non-fiction
 - 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 and debates, maintaining a focus on the topic and using notes where necessary
 - provide reasoned justifications for their views

Writing-Composition

plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary

draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing

Vocabulary, Grammar and Punctuation

develop their understanding of the concepts set out in English Appendix 2 by:

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun

- learning the grammar for years 5 and 6 in English Appendix 2

indicate grammatical and other features by:

- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading



	<ul style="list-style-type: none"> • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register - proof-read for spelling and punctuation errors 	<p>Terminology subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>
--	---	--

English Appendix 2:

Word

- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out – discover; ask for – request; go in – enter*]
- How words are related by meaning as synonyms and antonyms [for example, *big, large, little*].

Sentence

- Use of the **passive** to affect the presentation of information in a **sentence** [for example, *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*].
- The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: *He's your friend, isn't he?*, or the use of **subjunctive** forms such as *If I were* or *Were they* to come in some very formal writing and speech]

Text

- Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections [for example, the use of **adverbials** such as *on the other hand, in contrast, or as a consequence*], and **ellipsis**
- Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

Punctuation

- Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*]
- Use of the colon to introduce a list and use of semi-colons within lists
- **Punctuation** of bullet points to list information
- How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]





Previous Knowledge / Prior Learning

Check the children can already:

Identify the difference between fact and opinion.

Understand the layout features of a letter.






Suggested Texts

<http://www.bbc.co.uk/bitesize/ks2/english/writing/letters/read/1/>





<http://www.tes.co.uk/ResourceDetail.aspx?storyCode=6289786>

Phased Teaching (based on 2-3 weeks)







Immersion

-  Display examples of different letters.
-  Read, explore, discuss and compare a wide range of letters for different purposes.
-  They can evaluate its effectiveness in terms of audience and purpose.
-  Understand some key features of letter writing for particular audiences.
-  Capture ideas, language and learning to be able to use and apply in the writing phase.

Analysis

-  Analyse letters written for different purposes. Identify language features and conventions.
-  Review different types of sentence structure.
-  Identify the key features of different types of letters.
-  Include incidental writing opportunities.

Writing / Presentation

-  Demonstrate how to write letters for a specific audience and purpose.
-  Plan and write own letters. Use the conventions of letter writing including complete sentences and paragraph organisation.
-  Write a letter for a specific purpose and audience.
-  Present in a polished form so that letters can be sent.
-  Plan, draft, edit and review.
-  **Produce and send letters for a range of purposes, applying all the learning from this block.**



Formal / Impersonal Writing

Statutory Requirements

Reading – comprehension

maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, **non-fiction** and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- identifying and discussing themes and conventions in and across a wide range of writing

understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- 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 and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views

Writing-Composition

plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary

draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing

Vocabulary, Grammar and Punctuation

develop their understanding of the concepts set out in English Appendix 2 by:

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun

- learning the grammar for years 5 and 6 in English Appendix 2

indicate grammatical and other features by:

- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading



	<ul style="list-style-type: none"> • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register - proof-read for spelling and punctuation errors - perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear 	<p>Terminology subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>
--	--	--

English Appendix 2:

Word

- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out – discover; ask for – request; go in – enter*]
- How words are related by meaning as synonyms and antonyms [for example, *big, large, little*].

Sentence

- Use of the **passive** to affect the presentation of information in a **sentence** [for example, *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*].
- The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: *He's your friend, isn't he?*, or the use of **subjunctive** forms such as *If I were* or *Were they* to come in some very formal writing and speech]

Text

- Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections [for example, the use of **adverbials** such as *on the other hand, in contrast, or as a consequence*], and **ellipsis**
- Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

Punctuation

- Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*]
- Use of the colon to introduce a list and use of semi-colons within lists
- **Punctuation** of bullet points to list information
- How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]





Previous Knowledge / Prior Learning

Check the children can already:

Identify the difference between formal and informal writing.






Understand the key features of letter writing.

Suggested Texts




Use guides and leaflets on places of interest locally and further afield

Phased Teaching (based on 2-3 weeks)





Immersion

-  Display examples of formal and impersonal writing.
-  Read, compare and contrast a range of formal and informal texts including letters.
-  Express views about the features of the texts.
-  Express personal opinions to compare and contrast a range of texts using evidence from the text to support their opinion.
-  Capture ideas, language and learning to be able to use and apply in the writing phase.

Analysis

-  Identify elements of a formal and informal text. Plan a formal and informal text.
-  Identify key language features in formal and informal texts.
-  Include incidental writing opportunities.

Writing / Presentation

-  Write a formal text and an informal text demonstrating the ability to adopt the correct style to fit purpose and audience.
-  Write a formal and informal text using appropriate language and a range of connectives.
-  Plan, draft, edit and review.
-  Produce formal and informal pieces, applying all the learning from this block.



Action Stories

Statutory Requirements

Reading – comprehension

maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, **non-fiction** and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books

understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

Writing-Composition

plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs

evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing

Vocabulary, Grammar and Punctuation

develop their understanding of the concepts set out in English Appendix 2 by:

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learning the grammar for years 5 and 6 in English Appendix 2

indicate grammatical and other features by:

- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading



- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- 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
- provide reasoned justifications for their views

- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors

Terminology
subject, object , active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

English Appendix 2:

Word

- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out – discover; ask for – request; go in – enter*]
- How words are related by meaning as synonyms and antonyms [for example, *big, large, little*].

Sentence

- Use of the **passive** to affect the presentation of information in a **sentence** [for example, *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*].
- The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: *He's your friend, isn't he?*, or the use of **subjunctive** forms such as *If I were* or *Were they* to come in some very formal writing and speech]

Text

- Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections [for example, the use of **adverbials** such as *on the other hand, in contrast, or as a consequence*], and **ellipsis**
- Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

Punctuation

- Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*]
- Use of the colon to introduce a list and use of semi-colons within lists
- **Punctuation** of bullet points to list information
- How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]





Previous Knowledge / Prior Learning

Check that children can already:

Identify and discuss the various features of a fiction text, including characters, settings, themes and dilemmas, the author's intentions, the structure and organisation of the text and the way language is used to create effects on the reader.

Discuss their responses to a range of fictional or imaginative texts they have read, on paper and on screen.

Know how various communication modes, for example visual images, video, sounds, can be used alongside or in combination with words to tell a story.

Know how to navigate an interactive non-linear (ICT) text.

Use a range of approaches and learning strategies, for example role-play, dialogue and experimental writing, to extend and explore their understanding of and response to a work of fiction.

Suggested Texts

The Thief Lord – **Cornelia Funke**

The Hobbit – **JRR Tolkien**

Gangsta Granny – **David Walliams**

Stormbreaker (Alex Rider) – **Anthony Horowitz**

Phased Teaching (based on 2-3 weeks)

Immersion

- Display examples of action stories.
- Introduced to, play and explore a non-linear, quest-type text adventure either as a paper text, or as a simple on-screen adventure game.
- They read and analyse particular sections of the text, identify language and organisational features and compare a second such text in a different medium.
- They identify and note the devices the author uses to engage and motivate the reader or player.
- Capture ideas, language and learning to be able to use and apply in the writing phase.

Analysis

- Identify the features and structure of a text adventure and use these as a model for writing.
- Analyse the structure of the adventure text, using devices such as story-boarding and story mapping to clarify its organisation, for example its possible reading pathways and their various outcomes or consequences.

Include incidental writing opportunities.

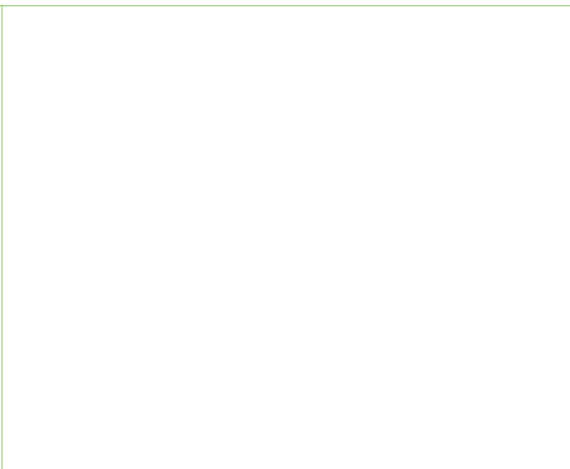
Writing / Presentation

- After teacher modelling, children working in collaborative groups are supported in planning, drafting and writing (on paper or on screen) a number of chapters or text segments and then linking these into a simple adventure game.
- The game is then tried out on other children, evaluated and further developed.
- If desired this can also involve children capturing or creating, digital images, video clips, sound files, and integrating these so that the end product becomes a simple multimodal text adventure.
- Collaborate to develop and extend their fiction writing through the creation of a text adventure (or multi-modal adventure) on paper or on screen.
- Plan, draft, edit and review.
- Produce an action story, applying all the learning from this block.**





- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say



Terminology
 adverbial, pronoun, possessive pronoun plus embedding terms from Year 3 preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech - inverted commas or speech marks (needs to be consistent across school), consonant letter, vowel letter

English Appendix 2:

Word

- The grammatical difference between **plural** and **possessive – s**
- Standard English forms for **verb inflections** instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*]

Sentence

- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*)
- **Fronted adverbials** [for example, *Later that day, I heard the bad news.*]

Text

- Use of paragraphs to organise ideas around a theme
- Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid cohesion and avoid repetition

Punctuation

- Use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*]
- **Apostrophes** to mark **plural** possession [for example, *the girl's name, the girls' names*]
- Use of commas after **fronted adverbials**



Appendix



Immersion Strategies





Strategies to Immerse Children in a Text Type

The following approaches are really effective in developing children's responses to a text type through developing their vocabulary, drama skills, speaking and listening, rehearsal and oral retelling. If captured, this will lead to application of these skills in their written presentation at the end of the text type block.

Storyboards

Put 6-8 pictures from a story onto A3 landscape format (3+3 or 4+4). If these are laminated they can be re-used throughout the block/by another class or year group. Try to build these up over the year/school so they can become a resource for colleagues to dip into or use for blocks of work. They can also be used in reading for pleasure sessions as a visual text.

Pre-telling the story is using the storyboard before having read the story. This can be a quick or longer strategy depending on how you want to use it. The children can orally tell the story, add notes on post-its to stick onto their storyboard or develop sentences/paragraphs to write their own version of the story. If a complete story is written it is really good to compare this to the original text.

Re-telling the story is using the storyboard to prompt after reading story to the children.

Storyboards are an effective and efficient way of using the same resource to differentiate. When the children are using the storyboard, they can have challenging prompts focusing on language structure, vocabulary or punctuation appropriate to their next steps e.g one group focuses on using conjunctions and, then, because; another group has adverbs to include; another group has to use fronted adverbial phrases.

Role on the Wall

A character outline is shared with the children (A4, A3 or life-size-draw round one of your children on wallpaper). The children then describe what the character looks like on the outside of the outline and what the character feels on the inside. This can be used at different points in a story to allow the children to consider how feelings of characters can change during a story.

Barrier Game

Before seeing a setting or character the teacher describes what it or they look like and the children have to draw their interpretation. The focus is on the accuracy of the words used by the describer and the listening skills of the drawer, rather than the drawing ability of the children. This can also be done in pairs with one child being the describer and the other the drawer.

Babble Gabble

This is a fun, frenetic way of getting the children to summarise the key points of a story/section of a story. After hearing part or all of a story the children work in pairs. First child has 1 minute to retell the story. Second child then retells story in 30 seconds. First child then retells in 15 seconds. Second child then has 10 seconds. As the time shortens you will notice a speeding up of talking and more use of gestures in the retelling.





Phone Conversation

On the carpet get the children to sit back to back and hold their hands to their mouth and ear as if holding an invisible phone so they can have a conversation in-role. Good for getting the children to think like a character and respond to questions from another character in a story or a reporter. The children can swap characters and repeat, adding to what their partner has started with, or going in a different direction completely.

Snowstorm

This is a great way to help children recall events or facts and learn from each other. Having already heard a story or part the children write down one thing they remember about the story/character/setting/feature (non-fiction/poetry) on a piece of paper (scrap is fine). Next they scrunch it up into a snowball and throw into the middle of the carpet or table (depending on space available). Each child picks up a snowball, unfolds, reads information and adds to it. This can be repeated as long as the children can think of other things to write down. This is a good strategy to use when reviewing any learning e.g. Science, Geography, History, RE, DT.

Conscience Alley

When reading a text, stop at a point when one of the characters has a decision to make. Discuss what that choice is and get the children to decide whether they want to be on the side for or against doing something. Make two lines (one for and one against) with a gap in the middle and then walk down the middle listening to the children's reasons. At the end of the line make your decision, based on how persuasive the lines were and give reasons for how you reached your decision. The children can have a go at being the character next time. This supports all abilities, as less confident children can use/develop ideas already heard and you can challenge more able children to come up with more ideas or better ways of putting the idea.

Freeze Frame

First, model with one group, in front of the class. Choose children to be characters at a specific point in the story, get them to position themselves and then freeze in position. Teacher then goes into the frame and asks each character how they are feeling/ what they are going to do next. All the children can work in character in groups to do this- they can all be at the same point, or allocated different key points in the story. Teacher then goes around the groups asking them questions in-role.

Jigsaw

Each group is given a specific aspect to research e.g. in an author study might be home life, growing up, influences, books written etc. Each group produces a poster/info sheet. Once this is complete, one person stays with the poster and the rest of the group move round to another group to make notes and learn about a different aspect. The person left behind is the 'expert' who has to answer questions/explain anything the other groups ask as they move around. This is repeated until they have been around all the groups. Then each group has to produce a range of posters, using the notes they have taken, on all the different aspects covered, thus learning from each other. These can be evaluated and the most effective ones displayed. This is also a really useful cross-curricular strategy.





Spies and Envoys

This is a good way to review learning. In groups of 4-6 children create a poster on all they have learned/know about a text type or focus e.g. Non-fiction texts or Michael Morpurgo author study. The group chooses one person to be a spy, who has to go and steal information from other group posters and then bring it back to add to their own poster, thus learning from each other and recognising gaps in their own information, which they can use to improve.

Envoys use higher-order skills, as when they go to another group they have to look at the poster, decide what they want to take back and use. Then they have to think of something on their poster that they will trade for this new information. This has to be agreed with the other group and then they can take it back and use it on their own poster. If there is nothing they want off the other group's poster, they move on to the next group and don't offer any information to that group.

Pyramid Game

This is a way of getting the children to consider the importance of events, features or facts. Children are given/write down 10 events/features or facts (depending on text type). They then have to order them with the most important at the top of the pyramid and the least important on the bottom row e.g.

```

      X
     X X
    X X X
   X X X X

```

They can then discuss their reasons for putting cards in particular order, with a view to being able to change their mind if they think their partner/group has a better reason for putting them in different order. The children don't have to reach full agreement on every point, as with stories they can interpret them differently and with non-chronological reports the order is down to the writer too. This can be done in pairs, groups or whole class and leads to really good discussion and development of their reasoning skills to justify choices.

Mind Maps

These can be used to capture ideas around a story, for research in non-fiction and for looking at different aspects of a poem. The block title goes in the centre, then different aspects such as setting, characters, build up, problem, resolution, vocab- own and maggied words and phrases. This is a good way to capture the learning in the immersion phase and can be added to in the plenary. This can then be added to with the analysis phase of the block and, in essence becomes the plan for writing in the text type during the writing and presentation phase. It can also be used as an assessment tool for the children, with an expectation that they look back at it and use some of the words and phrases within the features of the text type.

Magpies

All writers are magpies who steal words and phrases they hear, to use in their own writing. This is a great chance to share ideas in the plenaries throughout the session and to record their own ideas for vocabulary and phrases and then magpie-ing one or two from others. Teachers can model this when discussing ideas that they are putting up on to their working wall, then stealing some from the children to put up too and then modelling how to use these when they come to the writing/presentation phase of the block.

KWL Grids

These are a good way of starting with what the children already **know** about a new text type for the teacher to decide what the gaps in learning are and what they need to focus on. They are an opportunity for the children to help direct the learning through thinking about **what they want to learn** which can be discussed and agreed with the teacher at the beginning of the block. Then at the end of the block to review what they have **learned e.g.**

K	W	L





“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.”

- Dr Seuss



Possible Cross
Curricular links





Opportunities for applying the skills in writing across the curriculum

	English	Maths	Maths (Continuous)	Science	History	Geography	Computing	Art and Design	Design and Technology	Modern Foreign Languages	Music	Physical education
Year 6	Flashbacks Time slips Biography auto-biography	Number, place value and rounding Addition, subtraction, multiplication and division	Problem Solving, reasoning and communication	All living things Animals including humans	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied	Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	To create sketch books to improve their mastery of techniques greatest artists, architects and designers in history.	Design Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	Speak in sentences, using familiar vocabulary, phrases and basic language structures	Listen with attention to detail and recall sounds with increasing aural memory	Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending
Autumn	Balanced arguments Unbalanced arguments Poetry - imagery	Fractions Decimals and fractions Percentages, decimals and fractions Algebra							Make Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate Evaluate their ideas and products against their own			Swimming (any time of year) Swim competently use a range of strokes perform self rescue





	English	Maths	Maths (Continuous)	Science	History	Geography	Computing	Art and Design	Design and Technology	Modern Foreign Languages	Music	Physical education
Spring	Journalistic Letter writing	Ratio and proportion Measures Geometry Properties of shape Position, direction, motion Data	Problem Solving, reasoning and communication	Evolution and inheritance	Ancient Greece – a study of Greek life and achievements and their influence on the western world	Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 201	Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration		design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world Technical knowledge Apply their understanding of computing to programme, monitor and control their products.	Describe people, places, things and actions orally* and in writing		Develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics





	English	Maths	Maths (Continuous)	Science	History	Geography	Computing	Art and Design	Design and Technology	Modern Foreign Languages	Music	Physical education
Summer	Formal / impersonal writing Play scripts	Review	Problem Solving, reasoning and communication	Light Electricity	A non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Recognise common uses of information technology beyond school			Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.		Perform dances using a range of movement patterns Take part in outdoor and adventurous activity challenges both individually and within a team Compare their performances with previous ones and demonstrate improvement to achieve their personal best.





With special thanks to:

John Ardrey (Roscoe Primary School)

Anne Marie Berry (Gwladys Street Primary School)

Justine Clovis (Rice Lane Junior School)

Karen Crichton (Middlefield primary School)

Emma Hartley (St Gregory's Primary School)

Val Hodgson (Monksdown Primary school)

Simon Lineton (St Anne's Primary School)

Alaine Sanders (Mossfits Lane Primary School)

for trialling the formats and their valuable feedback.





Notes



For more information please contact:

School Improvement Liverpool

E-mail: SIL@liverpool.gov.uk

Telephone: 0151 233 3901