English Plans

Year 5

Introduction

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

Children need to secure skills in decoding and comprehension in reading and 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.

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 weaker or missing skills identified from this and gives a rounded view to the block, with the opportunity for the children to look back over the work and see 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) 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 (WAGOLL) 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 WAGOLL 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 weaker or missing skills identified from this and gives a rounded view to the block, with the opportunity for the children to look back over the work and see how they have improved in this text type.

<u>Immerse</u> 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, brainstorms, mind maps, thought and speech bubbles) both in their books/journals and for the teacher to model choosing most effective ones to go up on to a working wall.

<u>Analyse</u> 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 (WAGOLL) and should be used to structure and assess the effectiveness of all their writing in this text type.

<u>Write</u> 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 WAGOLL 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 weaker or missing skills identified from this and gives a rounded view to the block, with the opportunity for the children to look back over the work and see 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, brainstorms, mind maps, speech, thought and emotion bubbles) 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 (WAGOLL) and should be used to structure and assess the effectiveness of all their writing in this text type.

<u>Write</u> 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 WAGOLL 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**
  - o Word Reading
  - o Comprehension

- **Writing**
  - o Transcription (Spelling)
  - o Handwriting
  - o Composition
  - o Vocabulary, Grammar and Punctuation

As a starting point, we have allocated suggested genres to each term and put them into blocks.

Year 5	
Autumn	• Novels and Stories by Significant Children's Authors • Legends • Instruction • Poetry – Poetic Style
Spring	• Stories from Other Cultures – Quality Whole Texts • Older Literature • Recounts • Poetry - Classic / Narrative Poems
Summer	• Film Narrative • Dramatic Conventions • Persuasive Writing – Emphasis on the Contrary Argument • Poetry – Choral and Performance

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

English Curriculum Overview

	Genres	Possible Texts
Year 5 Autumn	• Novels and Stories by Significant Children's Authors • Legends • Instruction	**<u>Novels and Stories by Significant Children's Authors</u>** Voices in the Park-**Anthony Browne** Into The Forest –**Anthony Browne** The Tunnel - **Anthony Browne** The Nine Lives of Montezuma –**Michael Morpurgo** Shadow–**Michael Morpurgo** War Horse **–Michael Morpurgo** The Wolves of Willoughby Chase – **Joan Aiken** A Necklace Of Raindrops– **Joan Aiken** Lost and Found **– Oliver Jeffers** The Great Paper Caper **–Oliver Jeffers** The Heart and the Bottle**–Oliver Jeffers** The Unforgotten Coat- **Frank Cottrell Boyce** To Be a Cat-**MattHaig** The Arrival- **Shaun Tan** **<u>Legends</u>** **http://myths.e2bn.org/** Beowulf **– Michael Morpurgo** Sir Gawain and the Green Knight**– Michael Morpurgo** Arthur High King of Britain**– Michael Morpurgo** **<u>Instruction</u>** Recipes and board games are good to use to evaluate the effectiveness and improve them. **http://www.bbc.co.uk/bitesize/ks2/english/writing/instructions/read/1/** below are links to a story and activities for writing instructions on a healthy lunch box **http://www.foodafactoflife.org.uk/Activity.aspx?siteId=15&sectionId=64&contentId=56** **http://www.youtube.com/watch?v=eACqBFrW0N8&feature=c4-**

	• Poetry – Poetic Style	**overview-vl&list=PL3328110583BDCEB7** **Poetry – Poetic Style (free verse)** **http://www.poetry4kids.com/blog/news/how-to-write-a-free-verse-poem/** **http://examples.yourdictionary.com/examples-of-free-verse-poems.html** **http://www.poetrysoup.com/poems/free_verse** Revenge of the Lunch Ladies: The Hilarious Book of School Poetry – Kenn Nesbitt
Spring	• Stories from Other Cultures – Quality Whole Texts	**Stories from Other Cultures – quality whole texts** Journey to Jo'Burg – **Beverley Naidoo** Life on the Refrigerator Door – **Beverley Naidoo** Refugee Boy **– Benjamin Zephaniah** Holes -**Louis Sacher** The Day of Ahmed's Secret **–Florence Parry-Heide**
	• Older Literature	**Older literature** **The original versions with more challenging language are available for free as e-books on kindle and I tunes** Oscar Wilde Stories For Children – **P J Lynch** The Railway Children **– E. Nesbitt** Black Beauty- **Anna Sewell** The Wizard of Oz – **L. Frank Baum** The Canterville Ghost- **Oscar Wilde** The Secret Garden – **Frances Hodgson Burnett** Around the World in Eighty Days –**Jules Verne** Heidi –**Johanna Spyri** Moonfleet- **J. Meade Falkner** The Hobbit **– JRR Tolkien**
	• Recounts	**Recounts** **Ideally based on children's personal recounts of visits to places or events or use fiction as basis for recounts of characters'**

Summer	• Poetry - Classic / Narrative Poems	**lives, events or journeys.** Archie's War – **Marcia Williams** War Game **– Michael Foreman** Castle Diary **– Richard Platt** The Cat Who Walked Across France **– Kate Banks** **Poetry - classic / narrative poems** The Highwayman **–Alfred Noyes** The Owl and the Pussycat **– Edward Lear** Chocolate Cake - **Michael Rosen** The Listeners –**Walter de la Mare** Matilda **– Hilaire Beloc** Isabel **– Ogden Nash** The Tale of Custard the Dragon – **Ogden Nash** The Jumblies **–Edward Lear** The Walrus and the Carpenter **– Lewis Caroll**
	• Film Narrative	**Film Narrative** Goodnight Mr Tom- **Michelle Magorian** War Horse **– Michael Morpurgo** Carrie's War **– Nina Bawden** The Hobbit – **JRR Tolkien** Story Shorts 1+2 **– bfi** Starting Stories 1+2 **–bfi**
	• Dramatic Conventions	**Dramatic conventions** Play Time: Plays for all ages by the bestselling author of THE GRUFFALO – **Julia Donaldson** The Twits: Plays for Children – **Roald Dahl** The BFG: A Set of Plays –adapted from **Roald Dahl by David Wood** The Betrayal and Other Plays **–Mike Gould** Mr William Shakespeare's Plays **– Marcia Williams** Shakespeare-The Animated Tales-**Leon Garfield**

	• Persuasive Writing – Emphasis on the Contrary Argument	**Persuasive Writing – Emphasis on the Contrary Argument** **http://www.tes.co.uk/teaching-resource/Teachers-TV-KS2-Persuasive-Writing-6047833/**
	• Poetry – Choral and Performance	**Poetry – Choral and Performance** The Everton Collection- performance poetry Annie McClue – Murray Lachlan Young http://www.youtube.com/watch?v=uQerZSWZ4hw Chocolate Cake - Michael Rosen http://www.bbc.co.uk/learningzone/clips/michael-rosen-chocolate-cake/8833.html Walking with my Iguana –Brian Moses http://www.poetryarchive.org/childrensarchive/singlePoem.do?poemId=52 The Boneyard Rap – Wes Magee http://www.poetryarchive.org/childrensarchive/singlePoem.do?poemId=382

Statutory Requirements

Year 5   Statutory Requirements

Reading	Writing	Vocabulary, Grammar and punctuation	Spelling	Speaking and Listening
Word reading Pupils should be taught to: 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. Comprehension Pupils should be taught to: 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	Transcription Spelling (see Appendix 1) Pupils should be taught to: use further prefixes and suffixes and understand the guidelines for adding them spell some words with 'silent' letters, e.g. knight, psalm, solemn continue to distinguish between homophones and other words which are often confused 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 use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus.	Pupils should be taught to: 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	Endings which sound like /ʃəs/ spelt –cious or –tious Endings which sound like /ʃəl/ Words ending in –ant, –ance/–ancy, –ent, –ence/–ency Words ending in –able and –ible Adding suffixes beginning with vowel letters to words ending in –fer	Pupils should be taught to: listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

- 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

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
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation

Handwriting and Presentation
Pupils should be taught to:
- write legibly, fluently and with increasing speed by:
- 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.

Composition
Pupils should be taught to: 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

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.

Appendix 2:
Word
Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]
Verb prefixes [for example, dis–, de–, mis–, over– and re–]

Sentence
Relative clauses beginning with *who*, *which*, *where*, *when*, *whose*, *that*, or an omitted relative pronoun

maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

speak audibly and fluently with an increasing command of Standard English

participate in discussions, presentations, performances, role play, improvisations and debates

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 intonation to make the meaning clear	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 – ensuring correct subject and verb agreement when using singular and plural, distinguishing between the	Indicating degrees of possibility using **adverbs** [for example, *perhaps*, *surely*] or **modal verbs** [for example, *might*, *should*, *will*, *must*] Text Devices to build **cohesion** within a paragraph [for example, *then*, *after that*, *this*, *firstly*] Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before] Punctuation Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity Terminology modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity		gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication.

	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.			

Block Plans

Autumn

Novels and Stories by Significant Children's Authors

Statutory Requirements

Reading - Comprehension	Writing - Composition	Vocabulary, grammar and punctuation
maintain positive attitudes to reading and understanding of what they read by:	**plan their writing by:**	**develop their understanding of the concepts set out in English Appendix 2 by:**
• continuing to read and discuss an increasingly wide range of **fiction**, poetry, plays, non-fiction and reference books or textbooks	• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
• reading books that are structured in different ways and reading for a range of purposes	• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	• using passive verbs to affect the presentation of information in a sentence
• 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	**draft and write by:**	• using the perfect form of verbs to mark relationships of time and cause
	• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	• using expanded noun phrases to convey complicated information concisely
• recommending books that they have read to their peers, giving reasons for their choices	• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	• using modal verbs or adverbs to indicate degrees of possibility
• identifying and discussing themes and conventions in and across a wide range of writing	• précising longer passages	• using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
• making comparisons within and across books	• using a wide range of devices to build cohesion within and across paragraphs	learning the grammar for years 5 and 6 in English Appendix 2
understand what they read by:	**evaluate and edit by:**	**indicate grammatical and other features by:**
• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	• assessing the effectiveness of their own and others' writing	• using commas to clarify meaning or avoid ambiguity in writing
• asking questions to improve their understanding	• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	• using hyphens to avoid ambiguity
		• using brackets, dashes or commas to indicate parenthesis
• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	• ensuring the consistent and correct use of tense throughout a piece of writing	• using semi-colons, colons or dashes to mark boundaries between independent clauses
	• ensuring correct subject and verb agreement	

• 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 – 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 – intonation to make the meaning clear	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	• 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** **modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity**

English Appendix 2:

Word

– Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]
– Verb prefixes [for example, dis–, de–, mis–, over– and re–]

Sentence

– **Relative clauses** beginning with *who*, *which*, *where*, *when*, *whose*, *that*, or an omitted relative pronoun
– Indicating degrees of possibility using **adverbs** [for example, *perhaps*, *surely*] or **modal verbs** [for example, *might*, *should*, *will*, *must*]

Text

– Devices to build **cohesion** within a paragraph [for example, *then*, *after that*, *this*, *firstly*]
– Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before]

Punctuation

– Brackets, dashes or commas to indicate parenthesis
– Use of commas to clarify meaning or avoid ambiguity

Previous Knowledge / Prior Learning	**Suggested Texts**
Check that children can already:	Voices in the Park-**Anthony Browne**

Plan, tell and write complete stories with a clear sequence of events and showing how one event leads to another; use detailed description and powerful verbs to evoke setting and portray characters. Participate in group discussion by offering reasons for their opinions supported by evidence, summarising ideas, reaching agreement and presenting ideas to an audience. Talk about books by a favourite author, explaining why they enjoy them and how and why the books were written.	Into The Forest –**Anthony Browne** The Tunnel - **Anthony Browne** The Nine Lives of Montezuma –**Michael Morpurgo** Shadow–**Michael Morpurgo** War Horse –**Michael Morpurgo** The Wolves of Willoughby Chase – **Joan Aiken** A Necklace Of Raindrops– **Joan Aiken** Lost and Found – **Oliver Jeffers** The Great Paper Caper –**Oliver Jeffers** The Heart and the Bottle–**Oliver Jeffers** The Unforgotten Coat- **Frank Cottrell Boyce** To Be a Cat-**MattHaig** The Arrival- **Shaun Tan**

Phased Teaching (based on 2 / 3 weeks)

Immersion	**Analysis**	**Writing / Presentation**
📖 Display examples of novels by the same author. 📖 Read stories by a significant children's author including a serialised class novel. 📖 Express their response with reference to other books they have read by the same author. 📖 Visualise setting, make predictions about plot and note story structure. 📖 Compare story openings and experiment with different types of opening. 📖 Express their opinion of a story with reference to other work by the same author. 📖 Visualise a setting and make predictions about events that might happen there. 📖 Capture ideas, language and learning to be able to use and apply in the writing phase	🔍 Talk about the distinctive features of an author's style by referring to characters, themes, settings or use of language. 🔍 Explore the idea of a 'significant author' by collecting information about an author. 🔍 Draw on children's own responses, survey popularity in the class or school and collect background information. 🔍 Work collaboratively in groups to research an author of their choice and make a presentation to the class. 🔍 Explore aspects of an author's style by comparing themes, settings and characters in different stories. 🔍 Focus on characterisation and make inferences about the author's perspective on a particular character. 🔍 Review conventions of dialogue: what it reveals about plot or character. 🔍 Write a new scene for a story in the style	🖉 Write a new story inspired by a favourite book or author. Include elements based on reading, for example an interesting story opening or language used to create a particular comic or dramatic effect. 🖉 Vary the length of sentences to achieve particular effects. 🖉 Write a complete story with a sequence of events arranged into paragraphs, linked with a range of connectives and varying sentence length. 🖉 Plan, draft, edit and review. 🖉 **Produce a story in the style of chosen author, applying all the learning from this block**

	of the author. 🔍 Organise the scene into a sequence of paragraphs. 🔍 Work effectively as part of a group to research a significant author and make a presentation to the class. 🔍 Include incidental writing opportunities.	

Legends

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
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and 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

• 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 – provide reasoned justifications for their views – intonation to make the meaning clear	and choosing the appropriate register – proof-read for spelling and punctuation errors	• punctuating bullet points consistently – use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading **Terminology** **modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity**

English Appendix 2:

Word

– Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]

– Verb prefixes [for example, dis–, de–, mis–, over– and re–]

Sentence

- **Relative clauses** beginning with *who*, *which*, *where*, *when*, *whose*, *that*, or an omitted relative pronoun
- Indicating degrees of possibility using **adverbs** [for example, *perhaps*, *surely*] or **modal verbs** [for example, *might*, *should*, *will*, *must*]

Text

- Devices to build **cohesion** within a paragraph [for example, *then*, *after that*, *this*, *firstly*]
- Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before]

Punctuation

- Brackets, dashes or commas to indicate parenthesis
- Use of commas to clarify meaning or avoid ambiguity

Previous Knowledge / Prior Learning	**Suggested Texts**
Check that children can already: Identify features of different genres of fiction texts. Comment on performances, discussing effects and how they are achieved. Plan, tell and write complete stories with a clear sequence of events and showing how one event leads to another. Organise texts into paragraphs.	**http://myths.e2bn.org/** Beowulf **– Michael Morpurgo** Sir Gawain and the Green Knight**– Michael Morpurgo** Arthur High King of Britain**– Michael Morpurgo**

Phased Teaching (based on 2 / 3 weeks)		
Immersion	**Analysis**	**Writing / Presentation**
📖 Display examples of legends. 📖 Read and make comparisons between different versions of the same legend. 📖 Demonstrate that they can classify features of different fiction genres. 📖 Describe similarities and differences between different versions of the same story and support their opinions by referring to evidence in the text. 📖 Capture ideas, language and learning to be able to use and apply in the writing phase	🔍 Identify different features of legends. 🔍 Continue familiarisation with the text-type. 🔍 Discuss and investigate the effect of different techniques used by the author. Work in a group to explore and empathise with characters through drama activities. 🔍 Use a reading journal to record inferences and demonstrate understanding of characters by writing in the first person. 🔍 Make comparisons between oral and written narratives. 🔍 Make notes on visual and oral performances before working in small groups to prepare and present an oral retelling of a legend. 🔍 Demonstrate that they can identify and comment on narrative viewpoints. 🔍 Compose and manipulate more complex sentences within a given context. 🔍 Retell a legend orally, using their own notes to support them. 🔍 Demonstrate use of techniques to engage and interest their audience when retelling a legend orally. 🔍 Include incidental writing opportunities.	✏ Evaluate their oral performances against agreed success criteria. ✏ Compose and manipulate sentences for different audiences and purposes. ✏ The teacher demonstrates how to write a legend, transferring oral storytelling skills into writing. ✏ Work collaboratively to write the legend, exploring how to transfer the visual and oral text to a written narrative. ✏ Reflect on performances. ✏ Write a new version of a legend, identifying their audience and adapting their writing to suit this audience. ✏ Reflect critically on writing and edit and improve it. ✏ Plan, draft, edit and review. ✏ **Produce a legend, applying all the learning from this block**

Instructions

Statutory Requirements

Reading - Comprehension	Writing - Composition	Vocabulary, grammar and punctuation
maintain positive attitudes to reading and understanding of what they read by:	**plan their writing by:**	**develop their understanding of the concepts set out in English Appendix 2 by:**
• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, **non-fiction** and reference books or textbooks	• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	• using passive verbs to affect the presentation of information in a sentence
• reading books that are structured in different ways and reading for a range of purposes	• noting and developing initial ideas, drawing on reading and research where necessary	• using the perfect form of verbs to mark relationships of time and cause
• identifying and discussing themes and conventions in and across a wide range of writing	**draft and write by:**	• using expanded noun phrases to convey complicated information concisely
understand what they read by:	• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	• using modal verbs or adverbs to indicate degrees of possibility
• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	• précising longer passages	• 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
• asking questions to improve their understanding	• using a wide range of devices to build cohesion within and across paragraphs	**indicate grammatical and other features by:**
• identifying how language, structure and presentation contribute to meaning	• using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	• using commas to clarify meaning or avoid ambiguity in writing
	evaluate and edit by:	• using hyphens to avoid ambiguity
– distinguish between statements of fact and opinion	• assessing the effectiveness of their own and others' writing	• using brackets, dashes or commas to indicate parenthesis
– retrieve, record and present information from non-fiction	• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	• using semi-colons, colons or dashes to mark boundaries between independent clauses
– 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	• ensuring the consistent and correct use of tense throughout a piece of writing	• using a colon to introduce a list
		• punctuating bullet points consistently
– explain and discuss their understanding of what they have read, including through formal	• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing	– use and understand the grammatical terminology in English Appendix 2 accurately

| presentations and debates, maintaining a focus on the topic and using notes where necessary
− provide reasoned justifications for their views
− intonation to make the meaning clear | and choosing the appropriate register

− proof-read for spelling and punctuation errors | and appropriately in discussing their writing and reading

Terminology
modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity |

English Appendix 2:

Word
- Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]
- Verb prefixes [for example, dis–, de–, mis–, over– and re–]

Sentence
- **Relative clauses** beginning with *who*, *which*, *where*, *when*, *whose*, *that*, or an omitted relative pronoun
- Indicating degrees of possibility using **adverbs** [for example, *perhaps*, *surely*] or **modal verbs** [for example, *might*, *should*, *will*, *must*]

Text
- Devices to build **cohesion** within a paragraph [for example, *then*, *after that*, *this*, *firstly*]
- Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before]

Punctuation
- Brackets, dashes or commas to indicate parenthesis
- Use of commas to clarify meaning or avoid ambiguity

Previous Knowledge / Prior Learning	**Suggested Texts**
Check that children can already: Recall the language features and organisation of instructional texts. Confidently navigate on-screen non-fiction texts. Use a range of questions to elicit relevant information.	Recipes and board games are good to use to evaluate the effectiveness and improve them. **http://www.bbc.co.uk/bitesize/ks2/english/writing/instructions/read/1/** below are links to a story and activities for writing instructions on a healthy lunch box **http://www.foodafactoflife.org.uk/Activity.aspx?siteId=15&sectionId=64&contentId=56** **http://www.youtube.com/watch?v=eACqBFrW0N8&feature=c4-overview-vl&list=PL3328110583BDCEB7**

Phased Teaching (based on 2 / 3 weeks)

Immersion	Analysis	Writing / Presentation
📖 Display a range of examples of instructions. 📖 Understand the need for courtesy, patience and a shared technical vocabulary. 📖 Demonstrate that they can use more formal aspects of language in a role-play situation. 📖 Identify some of the difficulties that may arise if one or more communication modes are not available. 📖 Capture ideas, language and learning to be able to use and apply in the writing phase	🔍 Identify and understand key features and conventions of instructional texts. 🔍 Reading and investigating the text-type, capturing ideas through talk and reading (use of different examples of the text-type: on-screen, oral, written and visual to enable children to understand the purpose and different audiences for the text-type). 🔍 Demonstrate that they can evaluate sets of instructions (including attempting to follow some of them) for purpose, organisation and layout, clarity and usefulness. 🔍 Recognise and identify a range of different types of instructions. 🔍 Include incidental writing opportunities.	🖊 Through modelled, shared and guided writing, develop language features of more complex instructions. 🖊 With a response partner, discuss, proofread and edit writing for clarity and correctness. 🖊 Demonstrate that they can write an instructional text using appropriate form and features and awareness of intended audience. 🖊 Reflect on their writing and edit and improve it, showing a clear understanding of the features of instructional writing. 🖊 Plan, draft, edit and review. 🖊 **Produce sets of instructions, applying all the learning from this block.**

Poetry – Poetic Style

Statutory Requirements

Reading - Comprehension	Writing - Composition	Vocabulary, grammar and punctuation
maintain positive attitudes to reading and understanding of what they read by:	**plan their writing by:**	**Pupils should be taught to:**
• continuing to read and discuss an increasingly wide range of fiction, **poetry**, plays, non-fiction and reference books or textbooks • 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	• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own **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]	• develop their understanding of the concepts set out in English Appendix 2 (if appropriate) • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading (if appropriate) **Terminology** **modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity**
understand what they read by:	**evaluate and edit 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 • identifying how language, structure and presentation contribute to meaning – discuss and evaluate how authors use language, including figurative language, considering the	• 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	

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 – intonation to make the meaning clear		

English Appendix 2:

Word

– Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]
– Verb prefixes [for example, dis–, de–, mis–, over– and re–]

Sentence

- **Relative clauses** beginning with *who*, *which*, *where*, *when*, *whose*, *that*, or an omitted relative pronoun
- Indicating degrees of possibility using **adverbs** [for example, *perhaps*, *surely*] or **modal verbs** [for example, *might*, *should*, *will*, *must*]

Text

- Devices to build **cohesion** within a paragraph [for example, *then*, *after that*, *this*, *firstly*]
- Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before]

Punctuation

- Brackets, dashes or commas to indicate parenthesis
- Use of commas to clarify meaning or avoid ambiguity

Previous Knowledge / Prior Learning	**Suggested Texts**
Check that children can already: Describe the effect a poem has and suggest possible interpretations. Discuss the choice of words and their impact, noticing how the poet creates 'sound effects' by using alliteration, rhythm or rhyme and creates 'pictures' using similes. Use actions, voices, sound effects and simple musical patterns to add to a performance.	**http://www.poetry4kids.com/blog/news/how-to-write-a-free-verse-poem/** **http://examples.yourdictionary.com/examples-of-free-verse-poems.html** **http://www.poetrysoup.com/poems/free_verse** Revenge of the Lunch Ladies: The Hilarious Book of School Poetry – Kenn Nesbitt

Phased Teaching (based on 2 / 3 weeks)

Immersion	Analysis	Writing / Presentation
📖 Identify and display the features of free verse poetry. 📖 Hear, read, and respond to a range of poems from two contrasting writers. 📖 Read and discuss a range of poems from two contrasting writers. 📖 Capture ideas, language and learning to be able to use and apply in the writing phase 📖 Respond to and perform the poems in a variety of ways.	🔍 As a class and in groups, children hear, read and study in depth a range of poems from two significant poets. 🔍 Explore some of the many elements and features of these poems which together constitute the writer's distinctive style, including language effects, pattern and form, subjects, themes and meaning. 🔍 One or two poems from those introduced are analysed in detail. 🔍 Compare and contrast poems from two different writers. Children identify the features of the poems. 🔍 Include incidental writing opportunities.	✏ The teacher then models a writing process and leads the shared writing of a free verse poem, drawing on features and elements from the analysis. ✏ Practice writing a similar free verse poem to a common subject or theme to allow ongoing comparisons, discussion and evaluation. ✏ Write their own free verse poem (preferably about something they know and that matters to them), drawing from the earlier reading and modelling, but also attempting to find a style of their own. ✏ Write their own free verse poems, inspired by those they have read, and borrowing, melding and adapting elements and features from these in order to begin to develop a style of their own. ✏ Plan, draft, edit and review. ✏ **Produce free verse poems, applying all the learning from this block.**

Spring

Stories From Other Cultures – (longer texts)

Statutory Requirements

Reading - Comprehension	Writing - Composition	Vocabulary, grammar and punctuation
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 • summarising the main ideas drawn from more	**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 • 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	**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

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
- 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
- intonation to make the meaning clear

- 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
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading

Terminology
modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

English Appendix 2:

Word
- Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]
- Verb prefixes [for example, dis–, de–, mis–, over– and re–]

Sentence
- **Relative clauses** beginning with *who*, *which*, *where*, *when*, *whose*, *that*, or an omitted relative pronoun
- Indicating degrees of possibility using **adverbs** [for example, *perhaps*, *surely*] or **modal verbs** [for example, *might*, *should*, *will*, *must*]

Text
- Devices to build **cohesion** within a paragraph [for example, *then*, *after that*, *this*, *firstly*]
- Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before]

Punctuation
- Brackets, dashes or commas to indicate parenthesis
- Use of commas to clarify meaning or avoid ambiguity

Previous Knowledge / Prior Learning	Suggested Texts
Check that children can already:	Journey to Jo'Burg – **Beverley Naidoo**
Identify features of different genres of fiction texts.	Life on the Refrigerator Door – **Beverley Naidoo**
Comment on performances, discussing effects and how they are achieved.	Refugee Boy **– Benjamin Zephaniah**
Plan, tell and write complete stories with a clear sequence of events and	Holes **-Louis Sacher**
showing how one event leads to another.	The Day of Ahmed's Secret **–Florence Parry-Heide**
Organise texts into paragraphs.	Oranges in no man's land **– Elizabeth Laird**

Phased Teaching (based on 2 / 3 weeks)

Immersion	Analysis	Writing / Presentation
📖 Display examples of stories from other cultures.	🔍 Identify and display the features of stories from other cultures.	🖋 Plan and retell a whole story from an alternative point of view.
📖 Read examples of stories from different cultures and traditions - include a serialised class novel.	🔍 Look at an author's use of language, for example literal and figurative language for descriptions; to create a comic or dramatic effect.	🖋 Discuss and make decisions about how to portray characters and incidents, what detail to include.
📖 Deduce differences in patterns of relationships, customs and attitudes with particular reference to the way characters act and interact.	🔍 Identify point of view from which a story is told.	🖋 Vary pace by using direct and reported speech.
📖 Children read and discuss a quality text from another culture.	🔍 Select a character and use improvisation and role-play to explore the story from their point of view.	🖋 Plan and write a story from another culture.
📖 Capture ideas, language and learning to be able to use and apply in the writing phase	🔍 Write in role, for example a letter from one character to another.	🖋 Plan, draft, edit and review.
	🔍 Identify the features of the text discussed and analyse viewpoint and style. Children write in a role of a character or author.	🖋 **Produce a story from another culture, applying all the learning from this block.**
	🔍 Include incidental writing opportunities.	

Older Literature

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
- 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:
- 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'

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
- 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

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
- 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
- intonation to make the meaning clear

- 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
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading

Terminology
modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

English Appendix 2:
Word
- Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]
- Verb prefixes [for example, dis–, de–, mis–, over– and re–]
Sentence
- **Relative clauses** beginning with *who*, *which*, *where*, *when*, *whose*, *that*, or an omitted relative pronoun
- Indicating degrees of possibility using **adverbs** [for example, *perhaps*, *surely*] or **modal verbs** [for example, *might*, *should*, *will*, *must*]
Text
- Devices to build **cohesion** within a paragraph [for example, *then*, *after that*, *this*, *firstly*]
- Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before]

Punctuation
- Brackets, dashes or commas to indicate parenthesis
- Use of commas to clarify meaning or avoid ambiguity

Previous Knowledge / Prior Learning	**Suggested Texts**
Check that children can already: Identify features of different genres of fiction texts. Comment on performances, discussing effects and how they are achieved. Plan, tell and write complete stories with a clear sequence of events and showing how one event leads to another. Organise texts into paragraphs.	**The original versions with more challenging language are available for free as e-books on kindle and I tunes** Oscar Wilde Stories For Children – **P J Lynch** The Railway Children – **E. Nesbitt** Black Beauty- **Anna Sewell** The Wizard of Oz – **L. Frank Baum** The Canterville Ghost- **Oscar Wilde** The Secret Garden – **Frances Hodgson Burnett** Around the World in Eighty Days –**Jules Verne** Heidi –**Johanna Spyri** Moonfleet- **J. Meade Falkner** The Hobbit **– JRR Tolkien**

Phased Teaching (based on 2 / 3 weeks)

Immersion	**Analysis**	**Writing / Presentation**
📖 Display examples of older literature. 📖 Select an example of a classic novel to serialise for the class. 📖 Use reading journals to record predictions, questions notes and ideas whilst reading 📖 Widen experience of older literature: read extracts aloud and watch extracts of classic TV/film adaptations. 📖 Read and discuss a classic text. 📖 Capture ideas, language and learning to be able to use and apply in the writing phase	🔍 Identify and understand the features of a classic text. 🔍 Deduce differences in patterns of relationships, customs and attitudes in comparison to children's own experience. 🔍 Look at examples of dialogue and degrees of formality between characters. Reflect on class novel with reference to reading journals. 🔍 Discuss techniques that children used to help them understand the text (e.g.	✐ Write in the style of a particular author to complete a section of the story, add dialogue or a new chapter. ✐ Experiment with the order of sections or paragraphs to achieve different effects. ✐ Plan and write in the style of a classic text. ✐ Plan, draft, edit and review. ✐ **Produce a story in the style of their chosen classic author, applying all the learning from this block**

	prediction, visualisation, empathy) and which were most effective. 🔍 Explain particular events in the story drawing on evidence from the text and referring to their journals. 🔍 Include incidental writing opportunities.	

<u>Recounts</u>

Statutory Requirements

Reading - Comprehension	Writing - Composition	Vocabulary, grammar and punctuation
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 **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 • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • identifying how language, structure and	**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 • 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 • ensuring correct subject and verb agreement	**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

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 – intonation to make the meaning clear	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	• 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** **modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity**

English Appendix 2:

Word
– Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]
– Verb prefixes [for example, dis–, de–, mis–, over– and re–]

Sentence
  – **Relative clauses** beginning with *who*, *which*, *where*, *when*, *whose*, *that*, or an omitted relative pronoun
  – Indicating degrees of possibility using **adverbs** [for example, *perhaps*, *surely*] or **modal verbs** [for example, *might*, *should*, *will*, *must*]

Text
  – Devices to build **cohesion** within a paragraph [for example, *then*, *after that*, *this*, *firstly*]
  – Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before]

Punctuation
  – Brackets, dashes or commas to indicate parenthesis
  – Use of commas to clarify meaning or avoid ambiguity
  –

Previous Knowledge / Prior Learning	Suggested Texts
Check that children can already: Recall the language features and organisation of recount texts and reports. Use a range of questions to elicit relevant information. Understand the difference between direct and reported speech.	**Ideally based on children's personal recounts of visits to places or events or use fiction as basis for recounts of characters' lives, events or journeys.** Archie's War – **Marcia Williams** War Game – **Michael Foreman** Castle Diary – **Richard Platt** The Cat Who Walked Across France – **Kate Banks**

Phased Teaching (based on 2 / 3 weeks)

Immersion	Analysis	Writing / Presentation
📖 Display examples of recounts. 📖 Revisit the key features of recount texts. E.g. Watch a TV interview, then through a hot seating activity children devise questions and evaluate how effective these have been at extracting relevant information. 📖 Demonstrate an understanding of the most effective questioning techniques to elicit high quality information (teacher observation, quality and relevance of questions produced, feedback from children and teacher) 📖 Capture ideas, language and learning to be able to use and apply in the writing phase	🔍 Identify the features of successful recount texts; understand the differences between the punctuation of reported and direct speech; write in paragraphs appropriately and use connectives well to improve flow of writing (feedback from other children, teacher observation). 🔍 Analyse recounts drawn from a range of media and identify common features and differences. 🔍 Summarise and present their findings and revise the use of reported speech. 🔍 Include incidental writing opportunities.	✏ Form news teams and research a topic to report. ✏ Produce a plan, carry out interviews, collate and analyse the information they have gathered and then write an article or report. ✏ Write a recount text using notes made from interviews; use appropriate language and grammar (marking and feedback against agreed success criteria). ✏ Plan, draft, edit and review. ✏ **Produce recounts, applying all the learning from this block.**

Poetry - Classic / Narrative Poems

Statutory Requirements

Reading - Comprehension	Writing - Composition	Vocabulary, grammar and punctuation
maintain positive attitudes to reading and understanding of what they read by:	**plan their writing by:**	**develop their understanding of the concepts set out in English Appendix 2 by:**
• continuing to read and discuss an increasingly wide range of fiction, **poetry**, plays, non-fiction and reference books or textbooks	• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
• recommending books that they have read to their peers, giving reasons for their choices	**draft and write by:**	• using passive verbs to affect the presentation of information in a sentence
• identifying and discussing themes and conventions in and across a wide range of writing	• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	• using the perfect form of verbs to mark relationships of time and cause
• making comparisons within and across books	• using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	• using expanded noun phrases to convey complicated information concisely
• learning a wider range of poetry by heart		• using modal verbs or adverbs to indicate degrees of possibility
• 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	**evaluate and edit by:**	• 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
understand what they read by:	• assessing the effectiveness of their own and others' writing	**indicate grammatical and other features by:**
• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	• using commas to clarify meaning or avoid ambiguity in writing
• asking questions to improve their understanding	• ensuring the consistent and correct use of tense throughout a piece of writing	• using hyphens to avoid ambiguity
• identifying how language, structure and presentation contribute to meaning		• using brackets, dashes or commas to indicate parenthesis
	– proof-read for spelling and punctuation errors	• using semi-colons, colons or dashes to mark boundaries between independent clauses
– discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	– perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	• using a colon to introduce a list
– participate in discussions about books that are read to them and those they can read for		• punctuating bullet points consistently

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 – intonation to make the meaning clear		– use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading **Terminology** **modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity**

English Appendix 2:

Word

– Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]
– Verb prefixes [for example, dis–, de–, mis–, over– and re–]

Sentence

> – **Relative clauses** beginning with *who*, *which*, *where*, *when*, *whose*, *that*, or an omitted relative pronoun
> – Indicating degrees of possibility using **adverbs** [for example, *perhaps*, *surely*] or **modal verbs** [for example, *might*, *should*, *will*, *must*]

Text

> – Devices to build **cohesion** within a paragraph [for example, *then*, *after that*, *this*, *firstly*]
> – Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before]

Punctuation

> – Brackets, dashes or commas to indicate parenthesis
> – Use of commas to clarify meaning or avoid ambiguity

Previous Knowledge / Prior Learning	**Suggested Texts**
Check that children can already: Use drama strategies to aid understanding of texts. Explain how writers use figurative and expressive language to create images and atmosphere. Refer to the text in order to support a hypothesis. Prepare poems for performance.	The Highwayman –**Alfred Noyes** The Owl and the Pussycat – **Edward Lear** Chocolate Cake - **Michael Rosen** The Listeners –**Walter de la Mare** Matilda – **Hilaire Beloc** Isabel – **Ogden Nash** The Tale of Custard the Dragon – **Ogden Nash** The Jumblies –**Edward Lear** The Walrus and the Carpenter – **Lewis Caroll**

Phased Teaching (based on 2 / 3 weeks)		
Immersion	**Analysis**	**Writing / Presentation**
📖 Display examples of classic narrative poems. 📖 Engage in active reading and investigation of a narrative poem. 📖 Through practical activities and discussion, they explore how writers use language to create dramatic effects. 📖 Understand the differences between literal and figurative language and can use the text to explain the effects of imagery in a poem. 📖 Capture ideas, language and learning to be able to use and apply in the writing phase	🔍 Identify and display the features of classic narrative poems. 🔍 Investigate different aspects of a longer narrative poem, including the structure. They work as part of a group and use drama strategies to explore characters in depth. They devise questions to ask the main characters and work in role to explore more complex emotional issues. A reading journal is used to record inferences and demonstrate understanding of characters. 🔍 Understand the differences between literal and figurative language and can use the text to explain the effects of imagery in a poem. 🔍 Reflect on how working in role helps to explore some of the complex issues within a poem. 🔍 Understanding of characters, language and plot to write in the first person. 🔍 Include incidental writing opportunities.	🖊 Reflect on the helpfulness of different techniques used through the sequence to support their understanding of an older text. 🖊 Work as members of a group to rehearse the poem using drama techniques before selecting and practising stanzas for the choral performance. Performances are evaluated and improved according to chosen success criteria and the impact of theatrical effects is examined in more depth. 🖊 Demonstrate that they can work as a member of a group to plan, perform and evaluate a choral performance of a poem. 🖊 Demonstrate that they are able to evaluate and improve their performance in the light of comments from others. 🖊 Plan, draft, edit and review. 🖊 **Produce and perform a choral performance poem/s, applying all the learning from this block**

Summer

Film Narrative

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
- 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:

- 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

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
- 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:

- 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

• 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 – intonation to make the meaning clear	• 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 – perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	and appropriately in discussing their writing and reading **Terminology** **modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity**

English Appendix 2:

Word
– Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]
– Verb prefixes [for example, dis–, de–, mis–, over– and re–]

Sentence
– **Relative clauses** beginning with *who*, *which*, *where*, *when*, *whose*, *that*, or an omitted relative pronoun
– Indicating degrees of possibility using **adverbs** [for example, *perhaps*, *surely*] or **modal verbs** [for example, *might*, *should*, *will*, *must*]

Text
– Devices to build **cohesion** within a paragraph [for example, *then*, *after that*, *this*, *firstly*]
– Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before]

Punctuation
– Brackets, dashes or commas to indicate parenthesis
– Use of commas to clarify meaning or avoid ambiguity

Previous Knowledge / Prior Learning	**Suggested Texts**
Check that children can already:	Goodnight Mr Tom- **Michelle Magorian**
Identify the different contributions of music, words and images in short	War Horse **– Michael Morpurgo**
extracts from TV programmes or film.	Carrie's War **– Nina Bawden**

Pose probing questions appropriate to purpose. Plan, tell and write complete stories with a clear sequence of events. Use paragraphs to structure a narrative.	The Hobbit – **JRR Tolkien** Story Shorts 1+2 – **bfi** Starting Stories 1+2 -**bfi**

Phased Teaching (based on 2 / 3 weeks)

Immersion	Analysis	Writing / Presentation
📖 Display examples of films. 📖 Watch and re-watch the film The Piano by Aidan Gibbons. 📖 Use key points in the film to discuss features and themes. Explore approaches made by the film maker to create moods, pace and viewpoint. 📖 Develop children's film meta-language by identifying how colour, light, sound and camera angles have been used to tell the narrative. 📖 Use a reading journal to record opinions of the narrative. 📖 Form opinions and use textual evidence from a film to support and justify responses. 📖 Demonstrate that they can infer authors' perspectives. 📖 Transfer their understanding of different modes (gestural, visual, sound) to write short descriptions. 📖 Capture ideas, language and learning to be able to use and apply in the writing phase.	🔍 Identify and display the features of films. 🔍 Work as part of a group to use drama strategies to explore characters in depth. 🔍 Devise questions to ask the main characters and work in role to explore more complex emotional issues. 🔍 Demonstrate growing understanding of characters by writing a short conversation at a key point in the film using the conventions of speech punctuation. 🔍 Use a reading journal to record inferences and demonstrate understanding of characters by writing in the first person. 🔍 Reflect on how working in role helps to explore some of the complex issues within a film. 🔍 Demonstrate that they can use speech punctuation accurately. 🔍 Include incidental writing opportunities.	✏ Develop a story board for the narrative by capturing and importing key images into a presentation program. ✏ Write their own version of The Piano, organising writing into paragraphs, and create a multimodal presentation of this version including images, voice-over, soundtrack and written text. ✏ Demonstrate that they can manipulate narrative structure. ✏ Reflect critically on writing and edit and improve it. ✏ Plan, draft, edit and review. ✏ **Produce their own version of a script, applying all the learning from this block**

Dramatic Conventions

Statutory Requirements

Reading - Comprehension	Writing - Composition	Vocabulary, grammar and punctuation
maintain positive attitudes to reading and understanding of what they read by:	**plan their writing by:**	**develop their understanding of the concepts set out in English Appendix 2 by:**
• continuing to read and discuss an increasingly wide range of **fiction, poetry, plays**, non-fiction and reference books or textbooks	• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
• reading books that are structured in different ways and reading for a range of purposes	• noting and developing initial ideas, drawing on reading and research where necessary	• using passive verbs to affect the presentation of information in a sentence
• 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	• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	• using the perfect form of verbs to mark relationships of time and cause
	draft and write by:	• using expanded noun phrases to convey complicated information concisely
• recommending books that they have read to their peers, giving reasons for their choices	• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	• using modal verbs or adverbs to indicate degrees of possibility
• identifying and discussing themes and conventions in and across a wide range of writing	• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	• 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
• making comparisons within and across books	• précising longer passages	
• 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	• using a wide range of devices to build cohesion within and across paragraphs	**indicate grammatical and other features by:**
	• using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	• using commas to clarify meaning or avoid ambiguity in writing
understand what they read by:		• using hyphens to avoid ambiguity
• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	**evaluate and edit by:**	• using brackets, dashes or commas to indicate parenthesis
	• assessing the effectiveness of their own and others' writing	• using semi-colons, colons or dashes to mark boundaries between independent clauses
• asking questions to improve their understanding	• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify	• using a colon to introduce a list
• drawing inferences such as inferring characters'		• punctuating bullet points consistently

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
- 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
– intonation to make the meaning clear

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
– perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

– use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading

Terminology
modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

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English Appendix 2:

Word

– Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]
– Verb prefixes [for example, dis–, de–, mis–, over– and re–]

Sentence

- – **Relative clauses** beginning with *who*, *which*, *where*, *when*, *whose*, *that*, or an omitted relative pronoun
- – Indicating degrees of possibility using **adverbs** [for example, *perhaps*, *surely*] or **modal verbs** [for example, *might*, *should*, *will*, *must*]

Text

- – Devices to build **cohesion** within a paragraph [for example, *then*, *after that*, *this*, *firstly*]
- – Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense

choices [for example, he *had* seen her before]

Punctuation

- – Brackets, dashes or commas to indicate parenthesis
- – Use of commas to clarify meaning or avoid ambiguity

Previous Knowledge / Prior Learning	Suggested Texts
Check that children can already recognise that: Plays are divided into sections called scenes. The setting is often briefly described at the beginning of a scene. Every speech by a character starts on a new line. Each speech starts with the character's name. Speeches are not punctuated with speech marks. Stage directions are used to show actions or how characters are to speak. Stage directions may be written in brackets or italics. Characters arriving and leaving are described as entrances and exits.	Play Time: Plays for all ages by the bestselling author of THE GRUFFALO – **Julia Donaldson** The Twits: Plays for Children – **Roald Dahl** The BFG: A Set of Plays –adapted from **Roald Dahl by David Wood** The Betrayal and Other Plays –**Mike Gould** Mr William Shakespeare's Plays – **Marcia Williams** Shakespeare-The Animated Tales-**Leon Garfield**

Phased Teaching (based on 2 / 3 weeks)

Immersion	Analysis	Writing / Presentation
Display examples of play scripts. The teacher illustrates the use of prepared scripts as the basis for a wide range of features on TV, radio and other media. Consider these, establishing and comparing purpose. Recall the basic features of playscripts (teacher observation). Capture ideas, language and learning to be able to use and apply in the writing phase	Identify and display the features of play scripts. Listen to or watch and analyse broadcast information to identify techniques and styles. Analyse a range of broadcast material (feedback from other children, teacher observation). Include incidental writing opportunities.	The teacher demonstrates the application of playwriting skills. Write their own scripts and perform or record them. Write a script; use scriptwriting techniques to guide performers on how the script is to be presented (marking and feedback against agreed success criteria). Take part in a performance or recording of a script, performing confidently and accurately (teacher observation, self-evaluation). Plan, draft, edit and review. **Produce and perform a play script, applying all the learning from this block**

Persuasive Writing – Emphasis on the Contrary Argument

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
- 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:

- 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

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
- 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

Vocabulary, grammar and punctuation

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

- 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

• 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 – intonation to make the meaning clear	• 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 – perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	– use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading **Terminology** **modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity**

English Appendix 2:

Word

– Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]
– Verb prefixes [for example, dis–, de–, mis–, over– and re–]

Sentence

– **Relative clauses** beginning with *who*, *which*, *where*, *when*, *whose*, *that*, or an omitted relative pronoun
– Indicating degrees of possibility using **adverbs** [for example, *perhaps*, *surely*] or **modal verbs** [for example, *might*, *should*, *will*, *must*]

Text

– Devices to build **cohesion** within a paragraph [for example, *then*, *after that*, *this*, *firstly*]
– Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before]

Punctuation

– Brackets, dashes or commas to indicate parenthesis
– Use of commas to clarify meaning or avoid ambiguity

Previous Knowledge / Prior Learning	Suggested Texts
Check that the children can already: Recognise the main features of persuasion. Identify features of different genres of fiction texts. Comment on performances, discussing effects and how they are achieved. Plan, tell and write complete stories with a clear sequence of events and showing how one event leads to another. Organise texts into paragraphs.	

Phased Teaching (based on 2 / 3 weeks)

Immersion	Analysis	Writing / Presentation
📖 Identify and display the features of contrary arguments. 📖 Read and evaluate letters, for example from newspapers or magazines, intended to inform, protest, complain, persuade, considering how they are set out, and how language is used (e.g. to gain attention, respect, manipulate). 📖 Select, read and evaluate a range of texts, in print and other media, on paper and on screen (e.g. newspaper comment, headlines, adverts, fliers) for persuasiveness, clarity, quality of information, and to compare writing which informs and persuades, considering for example the deliberate use of ambiguity, half-truth, bias; how opinion can be disguised to seem like fact. Infer writers' perspectives from what is written and from what is implied. 📖 Read a range of persuasive texts. 📖 Capture ideas, language and learning to be able to use and apply in the writing phase	🔍 Identify the features of a persuasive text. 🔍 Collect and investigate use of persuasive devices such as, persuasive definitions, rhetorical questions, pandering, condescension, concession, deliberate ambiguities. 🔍 Understand the technical vocabulary for persuasive techniques. 🔍 Include incidental writing opportunities.	✏ Draft and write individual, group or class persuasive letters for real purposes, for example put a point of view, comment on an emotive issue, protest; edit and present to finished state. ✏ Write a commentary on an issue on paper or screen, for example as a news editorial or leaflet, setting out and justifying a personal view. Use structures from reading to set out and link points (e.g. numbered lists, bullet points). ✏ Construct an argument in note form to persuade others of a point of view, sequencing points logically. ✏ Explore how ICT or other use of multimodality might support this (e.g. develop a PowerPoint presentation). ✏ Present as a spoken argument to the class or a group making use of persuasive language. Listen to others doing the same and evaluate own and others' presentations. ✏ Understand how persuasive writing can be adapted for different audiences and purposes (e.g. by using formal language where appropriate), and how it can be incorporated into or combined with other text types. ✏ Plan, draft, edit and review. ✏ **Produce contrary arguments choosing a range of appropriate text types, applying all the learning from this block.**

Poetry – Choral and Performance

Statutory Requirements

Reading - Comprehension	Writing - Composition	Vocabulary, grammar and punctuation
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 • 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 **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 • identifying how language, structure and presentation contribute to meaning – discuss and evaluate how authors use language, including figurative language, considering the	**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 **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	**Pupils should be taught to:** • develop their understanding of the concepts set out in English Appendix 2 (if appropriate) • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading (if appropriate) **Terminology** **modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity**

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 – intonation to make the meaning clear		

English Appendix 2:

Word

– Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]
– Verb prefixes [for example, dis–, de–, mis–, over– and re–]

Sentence

- **Relative clauses** beginning with *who*, *which*, *where*, *when*, *whose*, *that*, or an omitted relative pronoun
- Indicating degrees of possibility using **adverbs** [for example, *perhaps*, *surely*] or **modal verbs** [for example, *might*, *should*, *will*, *must*]

Text

- Devices to build **cohesion** within a paragraph [for example, *then*, *after that*, *this*, *firstly*]
- Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before]

Punctuation

- Brackets, dashes or commas to indicate parenthesis
- Use of commas to clarify meaning or avoid ambiguity
-

Previous Knowledge / Prior Learning	**Suggested Texts**
Check that children can already: Use drama strategies to aid understanding of texts. Explain how writers use figurative and expressive language to create images and atmosphere. Refer to the text in order to support a hypothesis. Prepare poems for performance.	The Everton Collection- performance poetry Annie McClue – Murray Lachlan Young http://www.youtube.com/watch?v=uQerZSWZ4hw Chocolate Cake - Michael Rosen http://www.bbc.co.uk/learningzone/clips/michael-rosen-chocolate-cake/8833.html Walking with my Iguana –Brian Moses

	http://www.poetryarchive.org/childrensarchive/singlePoem.do?poemId=52
	The Boneyard Rap – Wes Magee
	http://www.poetryarchive.org/childrensarchive/singlePoem.do?poemId=382

Phased Teaching (based on 2 / 3 weeks)

Immersion	**Analysis**	**Writing / Presentation**
📖 Display examples of choral and performance poetry.	🔍 Children read a range of poetry texts and identify features that might make good performance poems, for example well-chosen words, powerful verbs, adjectives, adverbs and precise nouns; use of detail and sense impressions; surprising and illuminating combinations of words; repetition, alliteration, onomatopoeia, rhythm and rhyme.	✏️ The teacher models and then supports the children in writing/creating their own performance poem text or texts, exploiting as many as possible of the features explored earlier.
📖 Children read, hear, watch and experience a range of performance poetry (where possible, live, but probably more usually through audio and/or video recordings).		✏️ Their own poems are then rehearsed, performed, shared, evaluated and improved.
📖 This could involve performance by other children and the teacher, but needs to include at least some experience of one or more professional performance poets.	🔍 They select, rehearse and present some of them, looking to develop effective use of such features as volume, pace, expression and movement, and possibly adding simple music or rhythm, body percussion, etc.	✏️ A simple digital video camera, which itself can be operated by children, provides an excellent way of recording and reviewing children's own live performances, and ICT media, such as pod casting, can provide a wider audience for such performances.
📖 Respond to the experience and discuss and analyse what the performance element adds to the poetry and in what ways.		✏️ They then write, rehearse and present their own performance poem.
📖 Hear, read, and experience performance poetry, both on paper and in actual performance.	🔍 They evaluate and self-evaluate their performances and improve them.	✏️ Plan, draft, edit and review.
📖 Capture ideas, language and learning to be able to use and apply in the writing phase	🔍 They explore the contribution made by the performance element.	✏️ **Produce choral performance poem/s, applying all the learning from this block**
	🔍 Include incidental writing opportunities.	

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
```
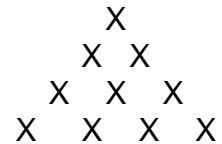
They can then discuss their reasons for putting cards in particular order, with a view to being able to change their mind if they think their partner/group has a better reason for putting them in different order. The children don't have to reach full agreement on every point, as with stories they can 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 magpied 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

Curriculum Overview for All Subjects

Opportunities for applying the skills in writing across the curriculum

	Literacy	Numeracy		Science	History	Geography	Computing	Art and Design	Design and Technology	Modern Foreign Languages	Music	Physical education
Year 5 **Autumn**	Novels and stories by significant children's authors Legends Instruction Poetry – poetic style	Number, place value, approximation and estimation Addition and subtraction Multiplication and division	Problem Solving, reasoning and communication •	Working scientifically All living things	a local history study For example: a depth study linked to one of the British areas of study listed above a study over time tracing how several aspects national history are reflected in the locality (this can go beyond 1066) a significant turning point in British history, e.g. the first railways or the Battle of Britain a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.	describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	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 **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 design criteria and consider the views of others to improve their work understand how	read carefully and show understanding of words, phrases and simple writing	appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	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 Swimming (any time of year) swim competently use a range of strokes perform self rescue
	stories from other cultures older literature recounts	Fractions Decimals and fractions Percentages, decimals and	Problem Solving, reasoning and communication •	Animals including humans Properties of materials	a study of an aspect or theme in British history that extends pupils' chronological knowledge		use technology safely, respectfully and responsibly; know a range of ways to report concerns and			appreciate stories, songs, poems and rhymes in the language		develop flexibility, strength, technique, control and balance, for example

Spring	Poetry - classic / narrative poems	fractions Measures Calculation			beyond 1066 For example: the changing power of monarchs using case studies such as John, Anne and Victoria 208 changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century ⬚ the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day		inappropriate behaviour		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.			through athletics and gymnastics
Summer	Film narrative Dramatic conventions Persuasive writing Poetry – choral and performance	Geometry Properties of shapes Position, direction, motion Data Calculation	Problem Solving, reasoning and communication •	Earth and space Forces		describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food,			broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary			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

					minerals and water						demonstrate improvement to achieve their personal best.

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