



Themes Units	Autumn Term			
Core texts	Fantasy Narrative The Nowhere Emporium		Classic Novel A Christmas Carol	
Outcome	To write a fantasy story based on The Nowhere Emporium, To write a biography		To write a non-chronological report	New Chapter or scene
Grammar	<ul style="list-style-type: none"> <li>Complex sentences using ing opening clauses</li> <li>Relative clause sentences which use the relative pronouns who, which and that</li> <li>Sentences which open with simile starters (further stretch)</li> <li>A range of sentences which have been purposely used for effect</li> <li>Examples where action, dialogue and description have been blended together either in paragraphs or within sentences.</li> </ul>		<ul style="list-style-type: none"> <li>Use devices to build cohesion, eg: Firstly, furthermore, as a consequence. (y5) Use devices to build cohesion b</li> <li>Between paragraphs in persuasive, discursive and explanatory texts eg: Adverbials such as: on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence. (y6)</li> <li>Create complex sentences by using relative clauses with pronouns which, and whose</li> <li>Demarcate complex sentences using commas in order to clarify meaning.</li> </ul>	<ul style="list-style-type: none"> <li>ing starters for sentences</li> <li>Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</li> <li>Create complex sentences by using relative clauses with pronouns which, and whose</li> <li>Demarcate complex sentences using commas in order to clarify meaning.</li> <li>Complex sentences using ing opening clauses</li> <li>Relative clause sentences which use the relative pronouns who, which and that</li> <li>Sentences which open with simile starters (further stretch)</li> <li>A range of sentences which have been purposely used for effect</li> </ul>
Punctuation	<ul style="list-style-type: none"> <li>Inverted commas</li> <li>Commas for clauses</li> <li>Commas for lists</li> </ul>		<ul style="list-style-type: none"> <li>Colons</li> <li>Semi-colons</li> </ul>	<ul style="list-style-type: none"> <li>Inverted commas</li> <li>Commas for clauses</li> <li>Commas for lists</li> </ul>
Short Writing Opportunities	Diary entry List poem Setting description Character description		Wonder description Fast poem Top Trump cards	Character description Setting description Diary entry
Writing KLIPS	<p><b>Reading - Year 5</b> Make comparisons within a text e.g. characters' viewpoints of same events. Explain the meaning of words within the context of the text Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence. Explore, recognise and use the terms metaphor, simile, imagery. Explain the effect on the reader of the authors' choice of language</p> <p><b>Year 6</b> Make comparisons within and across texts e.g. similar events in different books Explain the meaning of new vocabulary within the context of the text Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.</p>		<p><b>Writing- Year 5</b> Create complex sentences by using relative clauses with relative pronouns <b>who, which</b> and <b>that</b>. <b>Create and punctuate complex sentences using ing opening clauses.</b> Think how authors develop characters and settings Select appropriate structure, vocabulary and grammar. Blend action, dialogue and description within and across paragraphs. Proofread for spelling and punctuation errors.</p> <p><b>Year 6</b> Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action. Proofread for grammatical, spelling and punctuation errors.</p>	<p><b>Planning</b> Plan and discuss what to write about</p> <p><b>Draft and Writing</b> Orally rehearse each sentence prior to writing. Develop a positive attitude to writing. Develop stamina for writing in order to write at length. Write about real and fictional events. Write simple poems based on models. Make simple notes from non-fiction texts. Use specific text type features to write for a range of audiences and purposes.</p> <p><b>Evaluating and Editing</b> Evaluating their writing with adults and peers. Edit and improve own writing in relation to audience and purpose. Proofread to check for errors in spelling, grammar and punctuation. Proofread to check for correct forms of verbs within sentences. <b>Performing</b> Read aloud their writing with intonation to make the meaning clear.</p>
Additional Texts	Madame Pamplemousse - Rupert Kingfisher  Class read		Oliver Twist by Charles Dickens. Oliver Twist retold by Gill Towner. The Lion the Witch and Wardrobe by CS Lewis. Alice in Wonderland by Lewis Carroll. A Christmas Carol by Charles Dickens. A Christmas Carol retold by Gill Towner	
Enhance Reading Opportunities	Library trip		Roald Dahl Day	
Extra Curriculum Links	Author Visit			