



ST ANTHONY'S CATHOLIC PRIMARY SCHOOL

Our Year 5/6 Curriculum - Cycle A

Autumn

Themes Units	Adventure Narrative		Historical Fiction	
Core texts	Kensuke's Kingdom		Letter's from the Lighthouse	
Outcome	To write a newspaper report. To write an adventure story.		Radio Broadcast Formal report to the Ministry of Defence	
Grammar	<ul style="list-style-type: none"> - complex sentences using ing opening clauses - relative clause sentences which use the relative pronouns who, which and that - sentences which openers with simile starters (further stretch) - a range of sentences which have been purposely used for effect - examples where action, dialogue and description have been blended together either in paragraphs or within sentences. Use devices to build cohesion, e.g. firstly, furthermore, as a consequence. (Y5) - Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. adverbials such as: on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence. (Y6) Create complex sentences by using relative clauses with pronouns which, and whose - Demarcate complex sentences using commas in order to clarify meaning. Passive voice (Y6) 		<ul style="list-style-type: none"> ing starters for sentences Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. Create complex sentences by using relative clauses with pronouns which, and whose - Demarcate complex sentences using commas in order to clarify meaning. - complex sentences using ing opening clauses - relative clause sentences which use the relative pronouns who, which and that - sentences which open with simile starters (further stretch) - a range of sentences which have been purposely used for effect -simile starters - Repetition (Y6) -synonyms and antonyms (Y6) -Passive voice (Y6) -Expanded noun phrases -Modal verbs -subjunctive form (Y6) 	
Punctuation	Inverted commas Commas for clauses Commas for lists	Colons (Y6) Semi-colons (Y6) Parenthesis	Inverted commas Commas for clauses Commas for lists Colons (Y6)	Semi-colons (Y6) Parenthesis Ellipsis (Y6)
Short Writing Opportunities	Diary entry Fairy poem Setting description Character description	Haiku Discussion text Letter Newspaper	Letter writing (informal language) Write in role Missing posters. Newspaper	Propaganda posters Radio announcements Postcards
Writing KLIPS	<p>Reading -Year 5</p> <p>Make comparisons within a text e.g. characters' viewpoints of same events.</p> <p>Explain the meaning of words within the context of the text</p> <p>Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence.</p> <p>Explore, recognise and use the terms metaphor, simile, imagery.</p> <p>Explain the effect on the reader of the authors' choice of language</p> <p>Year 6</p> <p>Make comparisons within and across texts e.g. similar events in different books</p> <p>Explain the meaning of new vocabulary within the context of the text</p> <p>Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence</p> <p>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>Writing- Year 5</p> <p>Create complex sentences by using relative clauses with relative pronouns who, which and that.</p> <p>Create and punctuate complex sentences using ing opening clauses.</p> <p>Think how authors develop characters and settings</p> <p>Select appropriate structure, vocabulary and grammar.</p> <p>Blend action, dialogue and description within and across paragraphs.</p> <p>Proofread for spelling and punctuation errors.</p> <p>Year 6</p> <p>Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.</p> <p>Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action</p> <p>Proofread for grammatical, spelling and punctuation errors.</p>	<p>Reading -Year 5</p> <p>Make comparisons within a text e.g. characters' viewpoints of same events.</p> <p>Explain the meaning of words within the context of the text</p> <p>Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence.</p> <p>Explain the effect on the reader of the authors' choice of language</p> <p>Year 6</p> <p>Make comparisons within and across texts e.g. similar events in different books</p> <p>Explain the meaning of new vocabulary within the context of the text</p> <p>Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence</p> <p>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>Writing- Year 5</p> <p>Create complex sentences by using relative clauses with relative pronouns who, which and that.</p> <p>Create and punctuate complex sentences using ing opening clauses.</p> <p>Think how authors develop characters and settings</p> <p>Select appropriate structure, vocabulary and grammar.</p> <p>Blend action, dialogue and description within and across paragraphs.</p> <p>Proofread for spelling and punctuation errors.</p> <p>Year 6</p> <p>Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.</p> <p>Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action</p> <p>Proofread for grammatical, spelling and punctuation errors.</p>
Additional Texts	Running Wild Bear Grylls	Robinson Crusoe	Anne Frank Transcripts	Propaganda Posters Radio Broadcasts
Enhance Reading Opportunities	Fantastic Book Awards Roald Dahl Day Library Week		Non-fiction day Black History Month texts Maz Evans Author Visit	
Extra Curriculum Links	Japanese Art		Geography	