



Themes Units	Narrative Fiction		
Core texts	Lion, the Witch and the Wardrobe by C.S Lewis		
Outcome	To write a fantasy narrative	To write a recipe	Explanation text
Grammar	<p>Year 5</p> <p>Demarcate complex sentences using commas in order to clarify meaning. Create and punctuate sentences using simile starters, e.g. Like a fish out of water, she conversed awkwardly with the other guests. Identify and use commas to indicate parenthesis, e.g. The house, lonely and abandoned, teetered on the edge of the cliff. Identify and use brackets to indicate parenthesis, e.g. in formal writing: The Cheetah (<i>Acrimony jubatus</i>) inhabits open grassland in Africa.</p> <p>Create complex sentences by using relative clauses with relative pronouns <b>who</b>, <b>which</b> and <b>that</b>. Create and punctuate complex sentences using ing opening clauses. Identify and use dashes to indicate parenthesis, e.g. in less formal writing: The cake was lovely - delicious in fact - so I had another slice.</p> <p>Use commas to avoid ambiguity, e.g. 'Let's eat Grandma' and 'Let's eat, Grandma.' Create and punctuate complex sentences using ed opening clauses, e.g. Exhausted Create complex sentences where the relative pronoun is omitted, e.g. Tina, standing at the bus stop, pondered the day ahead</p>		<p>Year 6</p> <p>Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. Explore how hyphens can be used to avoid ambiguity, e.g. man eating shark versus man-eating shark. Manipulate sentences to create particular effects. Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action. Use ellipsis to link ideas between paragraphs.</p>
Punctuation	<p>Inverted commas Commas for clauses Commas for lists</p>		<p>Colons (Y6) Semi-colons (Y6) Parenthesis</p>
Short Writing Opportunities	<p>Diary entry Prediction Impressions of character Holiday Brochure Persuasive Advert</p>		<p>Setting description Character description of antagonist/protagonist Persuasive letter Persuasive speech</p>
Writing KLIPS	<p>Writing- Year 5</p> <p>Think how authors develop characters and settings Select appropriate structure, vocabulary and grammar. Blend action, dialogue and description within and across paragraphs Use different sentence structures with increasing control Use devices to build cohesion Suggest changes to grammar, punctuation and vocabulary. Ensure consistent and correct use of tense throughout a piece of writing. Proofread for spelling and punctuation errors.</p>		<p>Year 6</p> <p>Proofread for grammatical, spelling and punctuation errors. 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. Use devices to build cohesion within and between paragraphs in narrative e.g. adverbials such as: in the meantime, meanwhile, in due course, until then. Use repetition of a word or phrase to link ideas between paragraphs Identify and use semi-colons to mark the boundary between independent clauses, e.g. It is raining; I am fed up Investigate and collect a range of synonyms and antonyms, e.g. mischievous, wicked, evil, impish, spiteful, well-behaved.</p>
Reading KLIPS	<p>Reading -Year 5</p> <p>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 Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt Point + Evidence + Explanation. Predict what might happen from information stated and implied. Prepare formal presentations individually or in groups. Through close reading of the text, re-read and read ahead to locate clues to support understanding. Scan for key words and text mark to locate key information.</p>		<p>Year 6</p> <p>Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt -Point + Evidence + Explanation. Make comparisons within and across texts e.g. similar events in different books Explore, recognise and use the terms personification, analogy, style and effect. Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text Prepare formal presentations individually or in groups. Scan for key information, e.g. identify words and phrases which tell you the character is frustrated, or find words/phrases which suggest that a theme park is exciting. Predict what might happen from information stated and implied. 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>
<u>Enhance Reading Opportunities</u>			
World Book Day 2024	Robinwood residential trip	Author Visit - Joanne Moore	Library Author Boxes - enhance reading for pleasure.



Themes Units	Historical Fiction		
Core texts	Beowulf by Michael Morpurgo		
Outcome	Write a legend narrative		
Grammar	<p>Continuation of skills from previous unit Year 5</p> <p>Use devices to build cohesion within a paragraph Use expanded noun phrases to convey complicated information concisely. Explore, collect and use modal verbs to indicate degree of possibility Explore, collect and use adverbs to indicate degrees of possibility.</p>	<p>Year 6</p> <ul style="list-style-type: none"> <li>Investigate and collect a range of synonyms and antonyms, e.g. mischievous, wicked, evil, impish, spiteful, well-behaved.</li> <li>Identify the subject and object of a sentence.</li> <li>Explore and investigate active and passive e.g. I broke the window in the greenhouse versus the window in the greenhouse was broken.</li> <li>Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause, e.g. I had eaten lunch when you came (past perfect); She has eaten lunch already or I have eaten lunch already (present perfect); I will have eaten lunch by then (future perfect).</li> <li>Punctuate bullet points consistently.</li> <li>Identify and use colons to introduce a list.</li> <li>Identify and use semi-colons within lists.</li> <li>Explore, collect and use vocabulary typical of formal and informal speech and writing, e.g. find out - discover, ask for - request, go in - enter.</li> <li>Explore, collect and use question tags typical of informal speech and writing, e.g. "He's your friend, isn't he?"</li> <li>Explore, collect and use subjunctive forms for formal speech and writing, e.g. If I were able to come to your party, I would; The school requires that all pupils be honest.</li> </ul>	
Punctuation	<p>Inverted commas Commas for clauses Commas for lists Colons (Y6)</p>	<p>Semi-colons (Y6) Parenthesis Ellipsis (Y6)</p>	
Short Writing Opportunities	<p>Speech Character descriptions Invitations Newspaper Setting descriptions</p>	<p>Wanted posters CV Reports Biography</p>	
Writing KLIPS	<p>Writing - Year 5</p> <p>Think how authors develop characters and settings Select appropriate structure, vocabulary and grammar. Blend action, dialogue and description within and across paragraphs. Identify audience and purpose Select the appropriate language and structures Use similar writing models Draw on reading and research 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. Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action Proofread for grammatical, spelling and punctuation errors. Identify audience and purpose.</p> <ul style="list-style-type: none"> <li>Select the appropriate language and structures.</li> <li>Select the appropriate structure, vocabulary and grammar.</li> <li>Choose appropriate text-form and type for all writing.</li> <li>Use similar writing models.</li> <li>Draw on reading and research.</li> <li>Draw on similar writing models, reading and research.</li> </ul>	
Reading KLIPS	<p>Reading - Year 5</p> <p>Make comparisons within a text e.g. characters' viewpoints of same events. Explain the meaning of words within the context of the text Use punctuation to determine intonation and expression when reading aloud to a range of audiences. Check the book makes sense to them. Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence. 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 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. Evaluate, select and use a range of organisation and presentational devices to structure text for different purposes and audiences, e.g. headings, sub-headings, columns, bullet points, tables.</p> <ul style="list-style-type: none"> <li>Deviate narrative from linear or chronological sequence, e.g. flashbacks, simultaneous actions, time-shifts.</li> <li>Combine text-types to create hybrid texts, e.g. persuasive speech.</li> <li>Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing, e.g. repeated use of 'and' to convey tedium, one word sentence.</li> <li>Make conscious choices about techniques to engage the reader including appropriate tone and style, e.g. rhetorical questions, direct address to the reader.</li> <li>Use active and passive voice to achieve intended effects, e.g. formal reports, explanations and mystery narrative.</li> <li>Précis longer passages.</li> </ul>	

Enhance Reading Opportunities

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