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|  |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topics** | History  Geography  Science | Ancient Egyptians  Properties and changes of materials | The Northern Hemisphere | Ancient Greeks  Forces | North America – Earthquakes and Volcanoes  Earth and Space | Mayan Study  Animals including humans | North American Trade  Living things and their habitats |
| **Whole Class Reading Texts** |  | Secrets of a Sun King    Shorter texts to rehearse reading domains | | Nevermoor  Nevermoor  Shorter texts to rehearse reading domains | | The boy at the back of the class  The Boy At the Back of the Class: Onjali Rauf  Shorter texts to rehearse reading domains | |
| **Reading for Pleasure – class novel** |  | The Girl of Ink and Stars | | Holes | | Cosmic | |
| **Key texts/writing stimulus** |  | Marcy and the Riddle of the Sphynx | The Highwayman | Leo and the Gorgon’s curse | The Dreadful Menace (film unit)    Hacker  Image result for hacker malorie blackman | Holes | Macbeth    Cosmic |
| **Writing outcomes** | **Fiction**  **Non Fiction**  **Poetry** | Narrative (adventure story)   * Marcy and the riddle of the sphynx   Recount - Diary entry (1st person)  Explanation text  - mummification | Newsfeed  – discovery of Tutan Kahmun’s tomb  Biography  – Howard Carter  Narrative Poetry  - Highwayman | Narrative (Short myth and legends)   * Leo and the Gorgon’s curse   Balanced argument – Athens or Sparta?  Persuasive tourist leaflet  [Assassin's Creed Odyssey: A Tour of Athens](https://www.youtube.com/watch?v=-a8cWF-29lI&t=63s)  Biography (Quick write)   * Children to choose influential musician? | Poetry – The Dreadful Menace (Literacy Shed clip)  Newsfeed  – Earthquake or volcano  Narrative – internal monologue (Hacker) | Narrative (prequel/sequel/missing chapter)   * Holes   Non-chronological report  Yellow spotted lizard - Holes  Explanation text  Year 6 - How to prepare for SATs  Year 5 – How to prepare for the MTC | Balanced argument - Macbeth  Narrative - Cosmic  Formal Letter to Downing Street  - courageous advocacy |
| **Stages of Writing** | |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | 1. Engage with a stimulus | 1. Examine real life and model texts of that genre | 1. Learn the features of and language type of the genre | 1. Practice the composite aspects of the text (such as intro, middle, conclusion) | 1. Plan effectively | 1. Complete and extended piece of writing drawing on modelling and real-life examples | 1. Edit the writing based on previous learning and feedback | 1. Publish a final piece | | | | | | | |
| **Ongoing writing objectives throughout year** | **Year 5** | **Ongoing objectives across the year:**  Plan writing:   * identifying the audience and purpose of the writing, selecting appropriate form and use other similar writing as models for their own (consider levels of formality where appropriate) * noting and developing initial ideas using chosen planning frames, and drawing on reading and research   Draft and write:   * selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning   Evaluate and edit:   * including proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning * Proof-read for spelling and punctuation errors | | | | | |
| **Year 6** | **Ongoing objectives across the year:**  Plan writing:   * identifying the audience and purpose of the writing, selecting appropriate form and use other similar writing as models for their own * noting and developing initial ideas using chosen planning frames, and drawing on reading and research   Draft and write:   * selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning   Evaluate and edit:   * proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning * distinguishing between the language of speech and writing and choosing the appropriate register * Proof-read for spelling and punctuation errors | | | | | |
| **Composition** | **Year 5** | **Composition:**   * (Y4) Revisit use of paragraphs to organise ideas around a theme * (Y4) Linking ideas within paragraphs using known cohesive devices (conjunctions, adverbs, pronouns) * In narratives, begin to convey character through dialogue maintaining a balance of speech and description * In narratives, considering how authors have developed characters in what pupils have read, listened to or seen visually * Proof read for correct application of known punctuation from KS1/LKS2 * (Y4) Continue to evaluate the effectiveness of writing and develop with reference to planning | **Composition:**   * In narratives, begin to describe and develop atmosphere * Use paragraphs to organise ideas around a theme for narrative and non-narrative compositions * Further develop devices to build cohesion within paragraphs * Convey character through dialogue maintaining a balance of speech and description * Use further organisational and presentational devices to structure text and to guide the reader * Assess the effectiveness of own and others’ writing with reference to success criteria and audience * Continue to proof read for correct application of known punctuation from KS1/LKS2 | **Composition:**   * In narratives, continue to develop descriptive settings and characters * Introduce how to link ideas across paragraphs using adverbials of time and number * Continue to develop use of paragraphs to organise ideas using a variety of known known sentence structures and sentence lengths (simple, compound, complex) * Revisit and develop subject and verb agreement when using singular and plural * Assess the effectiveness of own writing with reference to planning and agreed success criteria to achieve impact * Proof read for correct application of known punctuation from KS1/LKS2 | **Composition:**   * In narratives, develop character and atmosphere * Select appropriate vocabulary, understanding how choices change & enhance meaning * Select appropriate presentational devices to structure text and to guide the reader   • Develop how to link ideas across paragraphs using adverbials of time and place  • Further develop the structure of paragraphs with a variety of sentence structures  • Continue to assess the effectiveness of own and others’ writing reference to plan  • Continue to develop correct subject/ verb agreement when using singular and plural  • Read aloud their own writing, to a group or the whole class, controlling the tone and volume so the meaning is clear   * Proof read for correct application of known punctuation and spelling | **Composition:**   * In narratives, continue to develop descriptive settings and characters * In narratives, continue to describe atmosphere * In narratives, develop the use of dialogue to convey character and/ or advance the action * Evaluate the effectiveness of own writing with reference to agreed success criteria * Continue to develop selecting appropriate organisational devices to structure text * Continue to develop the structure of paragraphs by using a variety of sentence structures * Further develop devices to build cohesion within and acrossparagraphs * Begin to precise longer passages * Continue to develop the structure of paragraphs by using a variety of sentence suitable for informal register * Read aloud their own writing, to a group or the whole class, controlling the tone and volume so the meaning is clear | **Composition:**   * In narratives, convey character and advance the action through dialogue * In narratives, maintain a balance of narration and dialogue and/ or monologue * Continue to embed a range of devices to build cohesion within and acrossparagraphs, including by changing tense * Proofread for correct application of known punctuation * Continue to develop how to evaluate the effectiveness of others’ writing with reference to agreed success criteria * Continue to develop selecting appropriate organisational and presentational devices to structure text * Continue to precise longer passages |
| **Year 6** | **Composition:**   * In narratives, describe settings and characters * (Y3/4/5) Revisit devices to build cohesion within a paragraph * (Y3/4/5) Use paragraphs to organise ideas * (Y5) Revisit linking ideas across paragraphs using adverbials * Further develop vocabulary choices by understanding how words are related by meanings of synonyms and antonyms * Further develop vocabulary choices to convey specific information * Choose organisational and presentational devices to structure text and to guide the reader (for example, bullet points) | **Composition:**   * In narratives, build atmosphere * (Y5) Revisit integrating dialogue to convey character * Select cohesive devices to link paragraphs * Use ellipsis to link ideas across paragraphs -for effect Precis longer passages * Select verb forms appropriate to text conventions including passive to affect the presentation of information in a sentence * Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register * Continue to develop vocabulary choices by understanding how words are related by meanings of synonyms * Understand the difference between structures typical of informal speech and appropriate for formal speech and writing * Choose organisational and presentational devices to structure text and to guide the reader (for example, bullet points) | **Composition:**   * In narratives, continue to integrate description of settings and characters * In narrative, focus on how to build atmosphere * Distinguishing between the language of speech and writing and choosing the appropriate register for selected text form * Choose organisational and presentational devices to structure text and to guide the reader/ speaker * Continue to ensure correct subject and verb agreement when using singular and plural * Select appropriate cohesive devices to link ideas across paragraphs including ellipsis and referencing back to previous points * Ensure consistency of selected tense(s) is maintained * Assess the effectiveness of own and others’ writing reference to plan | **Composition:**   * + In narratives, describe settings, characters and atmosphere   • Select similar writing as models for their own   * + Continue to integrate dialogue to convey character and advance the action   + Continue to understand the difference between registers of informal speech and writing   + Select between different structures for informal speech and structures appropriate for narrative writing   + Select appropriate cohesive devices to link ideas across paragraphs, including use of ellipsis to link ideas across paragraphs -for effect * Draw on reading and research for individual compositions * Choose further organisational and presentational devices to structure text and to guide the reader through the information (e.g. headings, bullet points, underlining) * Ensure consistency of selected tense(s) is maintained * Further develop assessing the effectiveness of own and others’ writing reference to plan | **Composition:**   * Make independent choices about how to engage the reader and demonstrate appropriate text conventions * Further develop narratives, integrate description of settings and characters and build atmosphere * Further integrate dialogue to convey character and advance the action * Develop independent writing through peer and individual evaluation * Make appropriate edits based on evaluation for effect * Draw on reading and research to inform content and layout of composition(s) * Choose organisational and devices to guide the reader through the composition * Select appropriate cohesive devices to link ideas within and across paragraphs | **Composition:**   * Make independent choices about content, organisation and layout in order to demonstrate awareness of reader * Draw on similar writing as models for non-narrative structure and organisation * Select appropriate features and conventions for instructional text * Use researched information to provide the core content * Continue to select appropriate cohesive devices to link ideas within and across paragraphs * Make appropriate edits based on evaluation for impact on reader * Make independent choices about content, organisation and layout in order to demonstrate awareness of reader * Develop narrative recount through first-person monologue, and inclusion of setting and character and atmosphere, as appropriate to the composition |
| **Grammar and punctuation** | **Year 5**  **New learning**  **Recap/refine** | **Grammar & punctuation:**   * (Y4) Use of inverted commas and other punctuation to indicate direct speech * (Y4) Use past and present tenses correctly, and include a wider range of known verb forms (ie simple, progressive & perfect) * (Y4) Vary the range of sentence structures used within individual paragraphs, including subordinating and co-ordinating conjunctions * (Y4) Expanded noun phrases * Begin to develop use of figurative language (similes, metaphors) | **Grammar & punctuation:**   * Introduce brackets to indicate parenthesis * (Y4) Revisit use of fronted adverbials * Revisit use of commas to demarcate fronted adverbials and separate clauses where required * (Y4) Use of inverted commas and other punctuation to indicate direct speech * (Y4) Use past and present tenses correctly, and include a wider range of known verb forms (ie simple, progressive & perfect) * Introduce commas to indicate parenthesis and compare with use of brackets * Revisit use of commas to separate items in a list and separate clauses * Continue to use expanded sentences with conjunctions and fronts adverbials | **Grammar & punctuation:**   * Introduce dashes to indicate parenthesis and contrast with the use of brackets * Continue to vary and extend sentence structure including the use of fronted adverbials and subordinate clauses * Introduce relative clauses beginning with who, which, where, when, whose, that, to add extra detail as a form of subordination * Introduce how to link ideas **across** paragraphs using adverbials of time * Begin to advance action through dialogue, maintaining balance of speech & description * (Y4) Use past and present tenses correctly, and include a wider range of known verb forms (simple, progressive & perfect) | **Grammar & punctuation:**   * Integrate dialogue in narratives * Develop and use relative clauses beginning with who, which, where, when, whose, that, to add extra detail as a form of subordination * Introduce commas to indicate parenthesis and contrast with use of brackets & dashes * Develop how to link ideas **across** paragraphs using adverbials of time and place * Introduce how to link ideas **across** paragraphs using adverbials of number * Further develop devices to build cohesion **within** paragraphs * Select and apply appropriate verb tenses consistently and correctly | **Grammar & punctuation:**   * Introduce modal verbs to Indicate degrees of possibility * Introduce beginning relative clauses with an omitted relative pronoun * Develop use of relativeclauses beginning with *who*, *which*, *where*, *when*, *whose*, *that*, to add extra detail as a form of subordination * Indicate parenthesis by selecting the use of brackets, dashes or commas * Begin to identify where to use commas to clarify meaning or avoid ambiguity * Introduce converting nouns or adjectives into verbs using suffixes * Ensure consistent and correct use of tense throughout | **Grammar & punctuation:**   * Refine use of commas to clarify meaning or avoid ambiguity * Vary sentence structure including extending sentences using grammar knowledge from LKS2 and Y5: the use of fronted adverbials, relative clauses and subordination * Select modal verbs and adverbs to indicate degrees of possibility * Ensure consistent and correct use of tense throughout * Select organisational and presentational devices to structure text and to guide the reader * Select appropriate punctuation to mark extended clause structure within sentences including commas for clarity and brackets, commas or dashes for parenthesis |
| **Year 6**  **New learning**  **Recap/refine** | **Grammar & punctuation:**   * (Y3/4/5) Use a range of sentence structures including complex sentences built from subordination * (Y5) Revisit use of commas to clarify meaning or avoid ambiguity * (Y5) Revisit parenthesis by selecting the use of brackets, dashes or commas * (Y5) Revisit selecting modal verbs and adverbs to indicate degrees of possibility | **Grammar & punctuation:**   * Continue to use a range of sentence structures to achieve desired effect * Use of commas to clarify meaning * Introduce ellipsis to link ideas across paragraphs * Introduce colon to introduce a list and use of semi-colons within lists * Select punctuation to mark parenthesis depending on formality of writing * Use of the colon to introduce a list and use of semi-colons within lists * Develop sentence structures to achieve desired effect * Select verb forms appropriate to narrative and ensure consistency * Introduce the use of passive verbs to affect the presentation of information * (Y3/4/5) Continue to use a variety of sentence structures including complex sentences built from subordination | **Grammar & punctuation:**   * Introduce use of passive to affect the presentation of information in a sentence * Introduce use of the semi-colon, colon and dash to mark the boundary between independent clauses * Introduce how hyphens can be used to avoid ambiguity * Continue to select the most appropriate punctuation to mark parenthesis depending on writing form * (Y5) Revisit using commas to clarify meaning or avoid ambiguity * Continue to select a range of sentence structures to achieve desired effect * (Y5) Revisit using the perfect form of verbs | **Grammar & punctuation:**  • Choose appropriate punctuation from KS2 to support coherence of text   * (Y5) Revisit using relative clauses with a relative pronoun or implied relative pronoun   • Select modal verbs and adverbs to indicate degrees of possibility   * Further develop selection and use a range of sentence structures (to achieve desired effect, including to build tension * (Y3/4/5) Continue to use a variety of sentence structures including complex sentences built from subordination * (Y5) Revisit integrating dialogue to advance the action * Select the most appropriate punctuation to mark parenthesis (brackets, dashes, commas) | **Grammar & punctuation:**   * Vary verb forms * Introduce use of the subjunctive form * Select grammar and vocabulary to convey meaning and reflect what the writing requires for the defined formality and register (link to purpose and audience) * Ensure consistency of selected tense(s) is maintained * Select varied verb forms, including use of perfect form, subjunctive form, passive and modals * Select punctuation from KS2 to support coherence and demarcate multiclause sentence structures, including use of semi-colons, colons and punctuation to mark parenthesis | **Grammar & punctuation:**   * Select own grammar and vocabulary choices based on learning from across KS2 * Select grammar, including tense, appropriate for level of formality and reader * Select punctuation to support coherence and demarcate multiclause sentence structures * Vary sentence structures and select range of structures developed across KS2 * Ensure tense is consistently maintained across whole composition |
| **Wider Curriculum** |  | Ancient Egyptians      Properties and changes of materials | The Northern Hemisphere    Mammals of the Northern Hemisphere | Ancient Greeks    the ancient olympic games  Forces | North America – Earthquakes and Volcanoes      Earth and Space | Mayan Study      Animals including humans | North American Trade      Living things and their habitats |