

Year 5&6 CYCLE A (2022-23)

	Composition	Grammar	Punctuation	Spelling	Handwriting
<p>Term 1 – Rivers Poetry – Imagery The Magic Box by Kit Wright</p> <p>Story writing Midnight Fox by Betsy Byars</p> <p>Balanced Argument Fox Hunting, Mock Trial</p> <p>Term 2 – Space Reports Foxes</p> <p>Note taking and Summarising information Science and Space</p> <p>Term 3 – Eastern Europe Poetry – making the ordinary extra ordinary The Words of Poems by Carol Ann Duffy A Matter of Holes by Grace Nichols Personal Helicon by Seamus Heaney</p> <p>Reports Migration by Mike Unwin and Jenni Desmond</p> <p>Term 4 – Stone Age Story Writing - Mystery</p>	<p>plan their writing by:</p> <ul style="list-style-type: none"> 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 <p>draft and write by:</p> <ul style="list-style-type: none"> 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 	<p>Year 5</p> <p>use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p> <p>select appropriate grammar and vocabulary to match the purpose and audience of their writing</p> <p>start sentences in a range of ways including with verbs, adverbs, prepositions.</p> <p>Terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity, synonym, antonym</p> <p>Year 6</p> <p>use some passive sentence structures</p> <p>use a range of coordinating and subordinating conjunctions</p> <p>use appropriate grammatical structures</p>	<p>Year 5: bracket, dash, comma, bullet points.</p> <p>Year 6: ellipsis, hyphen, colon, semi-colon</p>	<p>/ shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious).</p> <p>/ shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious).</p> <p>‘silent’ letters (e.g. doubt, island, lamb, solemn, thistle, knight). containing the letter string ‘ough’ (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough)</p> <p>ending in -able and -ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably).</p> <p>ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly).</p> <p>long /e/ sound spelt ‘ie’ or ‘ei’ after ‘c’ (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize).</p> <p>endings which sound like /shuhl/ after a vowel letter using ‘cial’ (e.g. official, special, artificial).</p>	<p>maintain legibility in joined handwriting when writing at speed</p>

<p>The London Eye Mystery by Siobhan Dowd</p> <p>Term 5 – Tudors Explanation Cracking Contraptions, based on own interests</p> <p>Term 6 – History of Computing</p> <p>Poetry – Narrative The Highwayman by Alfred Noyes</p> <p>Playscripts – Summer play</p>	<p>and advance the action</p> <ul style="list-style-type: none"> • 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] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> • 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 	<p>to express ideas concisely</p> <p>Terminology: subject, object, active, passive, coordinating, subordinating</p>		<p>endings which sound like /shuhl/ after a vowel letter using ‘tial’ (e.g. partial, confidential, essential).</p>	
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and writing and choosing the appropriate register

- proofread for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Y5&6 CYCLE B (2023-24)

English Units and Texts	Composition	Grammar	Punctuation	Spelling	Handwriting
<p>Term 1 – Vikings Poetry - senses The Magic of the Brain by Jenny Joseph/ Another Sensational Day</p> <p>Biography & Autobiography Boy by Roald Dahl</p> <p>Term 2 – How do settlements develop?</p> <p>Book Reviews</p> <p>Explanations Science</p> <p>Term 3 – Greeks Newspaper Articles Tuesday by David Wiesner</p> <p>Term 4 – Greeks Story Writing – Modern Kensuke’s Kingdom</p> <p>Term 5 – How did the railway change lives in this area? Storywriting – Streetchild by Berlie Doherty</p> <p>Term 6 – Saving our planet</p>	<p>plan their writing by:</p> <ul style="list-style-type: none"> 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 <p>draft and write by:</p> <ul style="list-style-type: none"> 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 	<p>Year 5</p> <p>use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p> <p>select appropriate grammar and vocabulary to match the purpose and audience of their writing</p> <p>start sentences in a range of ways including with verbs, adverbs, prepositions.</p> <p>Terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity, synonym, antonym</p> <p>Year 6</p> <p>use some passive sentence structures</p> <p>use a range of coordinating and subordinating conjunctions</p> <p>use appropriate grammatical structures</p>	<p>Year 5: bracket, dash, comma, bullet points.</p> <p>Year 6: ellipsis, hyphen, colon, semi-colon</p>	<p>/ shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious).</p> <p>/ shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious).</p> <p>‘silent’ letters (e.g. doubt, island, lamb, solemn, thistle, knight).</p> <p>containing the letter string ‘ough’ (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough)</p> <p>ending in -able and -ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably).</p> <p>ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly).</p> <p>long /e/ sound spelt ‘ie’ or ‘ei’ after ‘c’ (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize).</p> <p>endings which sound like /shuhl/ after a vowel letter using ‘cial’ (e.g. official, special, artificial).</p>	<p>maintain legibility in joined handwriting when writing at speed</p>

<p>Classic play Macbeth Poetry on a Theme Black Lives Matter</p>	<p>and advance the action</p> <ul style="list-style-type: none"> • 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] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> • 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 	<p>to express ideas concisely</p> <p>Terminology: subject, object, active, passive, coordinating, subordinating</p>		<p>endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential).</p>	
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	<p>and writing and choosing the appropriate register</p> <ul style="list-style-type: none">• proofread for spelling and punctuation errors• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear				
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