



## Y5/6 English Overview Cycle A 2023 – 2024

Year 5/6	Autumn Term		Spring Term		Summer Term	
Enrichment e.g. visit, visitor, author, poet etc.		Pantomime				
<b>English texts</b>	Lion, the Witch and the Wardrobe by C S Lewis	Legend of Gellert	Wizard of Oz by L. Frank Baum	The Invention of Hugo Cabret by Brian Selznik	Wonder by R. J. Palacio	Greek Mythology
<b>Genre</b>	Classic narrative Non-chronological report	Legends persuasion	Classic novel Songs and lyrics Persuasion – formal review	Novel as a theme Magazine (information text hybrid)	Biographies Narrative Poetry Discussion/ debate	Greek Myths Reports Poetry with figurative language
<b>Key Learning Reading</b>	Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves. Regularly listen to whole novels read aloud by the teacher from an increasing range of authors. Explain the meaning of words within the context of the text. Demonstrate active reading strategies, e.g. generating questions to refine thinking, noting thoughts in a reading journal.	Listen to and discuss a range of fiction which they might not choose to read themselves (legends) Explore meaning of words in context. Check that the text makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals. Through close reading of the text, re-read and read ahead to locate clues to support understanding. Predict what might	Listen to, read and discuss an increasingly wide range of fiction. Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves. Explain the meaning of new vocabulary within the context of the text. Demonstrate active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints	Regularly listen to whole novels read aloud by the teacher from an increasing range of authors. Explore the meaning of words in context. Use knowledge of root words to understand meanings of words. Explore themes within and across texts e.g. loss, heroism, friendship. Read books that are structured in different ways for a range of purposes. Demonstrate active	This unit has been designed to revise current year group content, as well as skills from previous year groups. As a result, the range of reading and writing opportunities should cover all, or most, of the Y6 Key Learning statements for Writing from the vocabulary, grammar and punctuation, and the composition sections. Teachers should refer to prior planning and assessment information	Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves. Express preferences about a wider range of books including modern fiction, traditional stories, myths and legends. Use punctuation to determine intonation and expression when reading aloud to a range of audiences. Participate in discussions about texts that are read to them

	<p>Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence.</p> <p>Predict what might happen from information stated and implied.</p> <p>Explore themes within and across texts, e.g. loss, heroism, friendship.</p> <p>Through close reading of the text, re-read and read ahead to locate clues to support understanding.</p> <p>Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt – Point + Evidence + Explanation.</p> <p>Summarise main ideas drawn from more than one paragraph and identify key details which support this.</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p>	<p>happen from information stated and implied.</p> <p>Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – Point + Evidence + Explanation.</p> <p>Infer characters feelings, thoughts and motives from their actions and justifying inferences with evidence. Explore themes within and across texts e.g. heroism, friend or foe. Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously.</p> <p>Regularly listen to whole novels read aloud by the teacher from an increasing range of authors.</p> <p>Explain meanings of words within the context of the text.</p> <p>Scan for key words and text marking to locate key information.</p> <p>Distinguish between statements of fact and opinion within a text.</p> <p>Summarise main ideas drawn from more than one paragraph and identify key details which support this. Analyse the conventions of different</p>	<p>within a group. Justify opinions and elaborate by referring to the text e.g. using the PEE prompt- Point + Evidence + Explanation.</p> <p>Recognise themes within and across texts e.g. hope, peace, fortune, survival.</p> <p>Compare texts written in different periods.</p> <p>Analyse the conventions of different types of writing e.g. use of dialogue to indicate historical settings for a story.</p> <p>Express preferences about a wider range of books including fiction from our literary heritage</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. Identify how language, structure and presentation contribute to meaning.</p> <p>Scan for key information. Skim for gist. Use a combination of skimming, scanning and close reading across a text to locate specific detail.</p>	<p>reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal.</p> <p>Predict what might happen from information stated and implied.</p> <p>Infer characters feelings, thoughts and motives from their actions and justifying inferences with evidence. Making comparisons within a text e.g. characters' viewpoints of same events. Summarise main ideas drawn from more than one paragraph and identifying key details which support this.</p> <p>Explain the effect on the reader of the authors' choice of language. Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously.</p> <p>Justifying opinions and elaborate by referring to the text (Point + Evidence + Explanation).</p>	<p>to inform the selection of relevant Key Learning and Teacher Assessment Framework statements. Whilst STA guidance states: "There is no requirement to see a specific number of examples to evidence a statement – the focus is on whether the evidence is sufficient to support the judgement..." , any gaps in coverage or evidence should be identified, and planned opportunities should be provided for the child to apply skills independently to match the suggested outcomes.</p>	<p>and those they can read for themselves, building on their own and others ideas and challenging views courteously. Through close reading of the text, re-read and read ahead to locate clues to support understanding. Make comparisons within a text e.g. characters' viewpoints of same events. Scan for key words and text mark to locate key information.</p> <p>Summarise main ideas drawn from more than one paragraph and identify key details which support this.</p> <p>Explore themes within and across texts e.g. loss, heroism, friendship. Analyse the conventions of different types of writing.</p> <p>Read books and texts that are structured in different ways for a range of purposes. Check that the book makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals. Distinguish between statements of fact or opinion within a text.</p>
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		types of writing e.g. formal presentations, persuasion. Identify how language, structure and presentation contribute to meaning e.g. persuasive speech. Explain the effect on the reader of the authors' choice of language. Prepare a formal presentation individually or in groups. Use notes to support presentation of information. Respond to questions generated by a presentation.	Make comparisons within and across texts	Read books and texts that are structured in different ways for a range of purposes. Exploring meaning of words in context. Demonstrate active reading strategies e.g. generating questions, making connections. Analyse the conventions of different types of writing. Identify how language, structure and presentation contribute to meaning. Use notes to support presentation of information.		Scan for key words and text mark to locate key information.
<b>Key Learning Writing</b>	Demarcate complex sentences using commas in order to clarify meaning. Blend action, dialogue and description within and across paragraphs. Create and punctuate complex sentences using ing opening clauses, e.g. Grinning with anticipation, Paul launched himself from the diving board. Create and punctuate sentences using simile starters, e.g. Like a fish out of water, she conversed awkwardly with the other guests.	Create and punctuate complex sentences using '-ed' openers. Blending action and dialogue within paragraphs. Identify the audience and purpose. Use similar writing models. Note and develop ideas. Select appropriate structure, vocabulary and grammar. Assessing the effectiveness of own and others' writing in relation to audience and purpose. Proofread for spelling and punctuation errors. Explore, collect and use modal verbs to indicate degrees of possibility e.g. might, could, shall, will,	Investigate and collect a range of synonyms and antonyms e.g. mischievous, wicked, evil, impish, spiteful, well-behaved. Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: in the meantime, meanwhile, in due course, until then. Explore, collect and use vocabulary typical of formal and informal speech. Use a range of planning approaches. Select appropriate vocabulary and language effects, appropriate to task,	Apply knowledge of prefixes to understand meaning of new words. Blend action and description within and across paragraphs. Create complex sentences by using relative clauses with relative pronouns who, which, where, whose, when, that e.g. Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill. Use similar writing models. Think how authors develop characters and		Create and punctuate complex sentences using simile starters, e.g. Like a fish out of water, she conversed awkwardly with the other guests. Blend action, dialogue and description within and across paragraphs. Link ideas across paragraphs using adverbials for time, place and numbers e.g. later, nearby, secondly. Use devices to build cohesion within a paragraph e.g. firstly, then, presently, this, subsequently. Identify the audience and purpose.

	<p>Use similar writing models. Draw on reading and research. Note and develop ideas. Think how authors develop characters and settings (in books, films and performances). Select appropriate structure, vocabulary and grammar. Link ideas across paragraphs using adverbials for time, place and numbers, e.g. later, nearby, secondly. Proofread for spelling and punctuation errors. Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p>	<p>must. Create complex sentences by using relative clauses with relative pronouns who, which and where. Note and develop ideas. Draw on reading and research. Select appropriate structure, vocabulary and grammar. Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. Ensure meaning is clear. Use appropriate intonation and volume.</p>	<p>audience and purpose, for precision and impact. Select appropriate register for formal and informal purposes, e.g. dialogue within narrative (formal or informal) Use devices to build cohesion within and across paragraphs. Blend action, dialogue and description within paragraphs to convey character and advance the action. Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning. Proofread for grammatical, spelling and punctuation errors.</p>	<p>settings (in books, films and performances). Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. Ensure consistent subject and verb agreement. Identify and use commas, brackets and dashes to indicate parenthesis. Identify the audience and purpose. Select the appropriate language and structures. Note and develop ideas. Draw on reading and research. Using organisation and presentational devices e.g. underlining, bullet points, headings. Assess the effectiveness of own and others' writing in relation to audience and purpose. Ensure consistent and correct use of tense throughout a piece of writing. Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. Proofread for spelling and punctuation errors.</p>		<p>Select the appropriate language and structures. Use similar writing models. Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. Create complex sentences where the relative pronoun is omitted e.g. Tina, standing at the bus stop, pondered the day ahead. Create and punctuate complex sentences using -ed opening clauses e.g. Exhausted from the race, Sam collapsed in a heap. Create and punctuate complex sentences using -ing opening clauses, e.g. Grinning with anticipation, Paul launched himself from the diving board. Note and develop ideas. Draw on reading and research. Use organisation and presentational devices e.g. underlining, bullet points, headings.</p>
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<p><b>Unit 1 Independent Outcome</b></p>	<p><b>Purpose</b> – an innovated narrative based on the model text (independent) <b>Audience</b> – share published completed stories with parallel classes.</p>	<p><b>Purpose</b> – To write an innovated legend based on another model text (independent) to be published online in place of <a href="https://www.e2bn.org/cms/blog/myths-and-legends">https://www.e2bn.org/cms/blog/myths-and-legends</a> <b>Audience</b> – to entertain children who enjoy legends</p>	<p><b>Purpose</b> – an innovated classic story based on the original (independent) <b>Audience</b> – to share stories in the school library.</p>	<p><b>Purpose</b> – to write a short story or chapter for a novel about an invention (independent) <b>Audience</b> – Stories published on a website such as Pobble</p>	<p><b>Purpose and audience</b> – a collection of fiction and non-fiction outcomes written for a range of purposes and audiences (as outlined in the last push pack for Y6)</p>	<p><b>Purpose</b> – to create their own innovative myths (independent) <b>Audience</b> – share myths with Year 2</p>
<p><b>Unit 2 Independent Outcome</b></p>	<p><b>Purpose</b> – to inform Y5/6 of a new mythical creature for the class version of the book ‘Myth Match’ (independent) <b>Audience</b> – for Year 5/6 class reading areas</p>	<p><b>Purpose</b> – to persuade people to visit an area of interest (independent) by creating a TV advertisement (script and film) <b>Audience</b> – people interested in visiting area of interest</p>	<p><b>Purpose</b> – to write a negative review of a show/film (formal) <b>Audience</b> – to inform readers of the Blackpool Gazette</p>	<p><b>Purpose</b> – to persuade an audience by creating an infomercial about the remaining issues around using palm oil (banned advert as a stimulus) <b>Audience</b> – public awareness of the use of palm oil</p>		<p><b>Purpose</b> – to inform about the Olympics by creating an information book with a modern layout (independent) <b>Audience</b> – to share with people who enjoy the Olympics/find out more.</p>
<p><b>Guided Reading</b></p> <p>We will be using the Badger Learning guided reading scheme.</p>	<p style="text-align: center;"><b>Year 5 class</b></p> <p style="text-align: center;"><b>Guided reading will be whole group sessions. Age appropriate texts may include:</b></p> <p style="text-align: center;">Coraline by Neil Gaiman The Halloweeds by Veronica Cossanteli The Fastest Boy in the World by Elizabeth Laird Lilliput by Sam Gayton</p> <p style="text-align: center;"><b>Year 5 In the Y5/6 classes</b></p> <p style="text-align: center;"><b>Guided reading will be small group sessions. Age appropriate texts may include:</b></p> <p style="text-align: center;">Monster Slayer by Brian Patten Out of the Ashes by Michael Morpurgo Coraline by Neil Gaiman A Pig Called Heather by Harry Oulton The Astounding Broccoli Boy by Frank Cottrell Boyce The Road to Ratenburg by Joy Cowley</p> <p style="text-align: center;"><b>Year 6</b></p> <p style="text-align: center;"><b>Guided reading will be whole group sessions during the autumn term. In the spring term and summer term consolidation of skills will be taught throughout the year. Age appropriate texts may include:</b></p> <p style="text-align: center;">In at the Deep End by Michelle Magorian The Unforgotten Coat by Frank Cottrell Boyce A Message to the Sea by Alex Shearer</p>					

	Mr Baboomski and the Wonder Goat by Richard Joyce Trickster by Tom Moorhouse		
<b>Possible Class reads over the year</b>	<u>One of the following classic texts:</u>  Silver Sword - Ian Serraillier Goodnight Mister Tom – Michelle Magorian Emil and the Detectives – Erich Kastner	<u>One of the following modern texts:</u>  Running wild – Michael Morpurgo Hacker – Malorie Blackman A monster Calls – Patrick Ness The Dark is Rising – Susan cooper The Nowhere Emporium – Ross MacKenzie	<u>One of the following diverse texts:</u>  Oranges in No Man’s Land - Elizabeth Laird Journey to Jo’burg Baba’s Gift - Beverley Naidoo Pig-Heart Boy - Malorie Blackman The Breadwinner – Deborah Ellis



## Y5/6 English Overview Cycle B 2024 – 2025

Year 5/6	Autumn Term		Spring Term		Summer Term	
<b>Enrichment e.g. visit, visitor, author, poet etc.</b>	BAE Systems – Stomp Rockets	Rossall observatory Pantomime				
<b>English texts - Lancashire Planning Units</b>	Journey to the River Sea by Eva Ibbotson	Oliver Twist by Charles Dickens or Scrooge by Charles Dickens A Collection of Christmas themed poems	Macbeth by William Shakespeare	Albert and the Lion by Stanley Holloway	1000-year-old Boy by Ross Welford	Goodnight Mister Tom by Michelle Magorian
<b>Genre</b>	Stories from other cultures Debate	Historical narrative Classic narrative poetry	Older literature Information hybrid Poems with imagery	Classic narrative poem Stories with flashback Discussion and debate	Non-chronological report Novel as a theme Persuasive advert	Narrative novel as theme Information text hybrid
<b>Key Learning Reading</b>	Explore meaning of words in context.	Listen to and discuss a range of fiction which they might not choose to	Infer characters feelings, thoughts and motives from their actions.	Use knowledge of root words, prefixes and suffixes to investigate how the	The Push Pack has been designed for Year 6 teachers in order to	Work out unfamiliar words by focusing on all letters in the

	<p>Use suffixes to understand meanings e.g., -ible, -able, -ibly, -ably.</p> <p>Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal.</p> <p>Express preferences about a wider range of books including modern fiction and traditional stories.</p> <p>Infer characters feelings, thoughts and motives from their actions and justify inferences with evidence.</p> <p>Make comparisons within a text e.g. characters' viewpoints of same events.</p> <p>Explain the effect on the reader of the authors' choice of language.</p> <p>Explore themes within and across texts e.g. other cultures, nature.</p> <p>Identify how language, structure and presentation contribute to meaning e.g. how letters and stories can persuade.</p> <p>Use suffixes to understand meanings e.g. -ant, -ance, -ancy, -ent, -ence, -ency</p> <p>Explain and discuss their understanding of what</p>	<p>read themselves. Check that the book makes sense to them and demonstrating understanding e.g. through discussion, use of reading journals.</p> <p>Explore meaning of words in context.</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously.</p> <p>Recommend books to their peers with reasons for choices. Explain and discuss their understanding of what they have read, including through formal presentations maintaining a focus on the topic and using notes where necessary.</p> <p>Summarise main ideas drawn from more than one paragraph and identify key details which support this. Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – Point: Evidence: Explanation.</p> <p>Prepare formal presentations individually or in groups.</p>	<p>Compare texts written in different periods.</p> <p>Articulate and justify answers, arguments and opinions orally in relation to a question or key point posed by an adult.</p> <p>Explore the meaning of new vocabulary within the context of the text.</p> <p>Explore and evaluate new vocabulary orally</p> <p>Explore texts in groups and deepen comprehension through discussion</p> <p>Listen and identify how intonation and expression affects meaning</p> <p>Use non-verbal gestures whilst presenting and performing to sustain the audiences attention.</p> <p>Infer characters feelings, thoughts and motives from their actions</p> <p>Explain the effect on the reader of the authors choice of language and reasons why the author may have selected these words, phrases and techniques.</p> <p>Speak audibly and fluently, maintaining the attention of others.</p> <p>Skim for gist</p> <p>Explore settings and characters orally and following modelling, select precise vocabulary to</p>	<p>meanings of words change e.g. un+happy+ness; dis+repute+able; dis+respect+ful; re+engage+ment.</p> <p>Explore texts in groups and deepen comprehension through discussion.</p> <p>Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point+Evidence+Explanation . Analyse the conventions of different types of writing e.g. use of dialogue to indicate geographical and/or historical settings for a story. Make comparisons within and across texts e.g. similar events in different books such as being an evacuee in Carrie's War and Goodnight Mr Tom.</p> <p>Explore, recognise and use the terms personification, analogy, style and effect.</p> <p>Use etymology to help the pronunciation of new words e.g. chef, chalet, machine, brochure – French in origin.</p> <p>Explore, recognise and use the terms personification, analogy, style and effect.</p> <p>Analyse the conventions of different types of writing e.g. use of dialogue to indicate geographical and/or historical settings for a story. Listen to, read and</p>	<p>create an independent evidence base, in conjunction with other work, to support making judgements against the Teacher Assessment Framework for Writing at the end of Key Stage 2 (TAF). This detailed sequence of work revisits a range of reading and writing key skills using a quality text and supporting link texts. It assumes that children will have already been taught the key skills throughout the Key Stage and this unit provides the opportunity to review and apply skills within a motivating and engaging context. A reading and writing overview has been provided with key skills listed. This highlights the key skills which have been identified for each outcome. However, teachers may decide to supplement sessions / activities with additional skills pertinent to the needs of their class. The Push Pack comprises of two main units: an</p>	<p>word, e.g., not reading invitation for imitation. Read and understand words from the Year 5 list (selected from the statutory Year 5/6 word list). Regularly listen to whole novels read aloud by the teacher from an increasing range of authors, which they may not have chosen themselves. Prepare poems, narrative and play scripts to read aloud and perform using dramatic effects. Explain the meaning of words within the context of the text. Justify opinions and elaborate by referring to the text e.g., using the PEE prompt – Point + Evidence + Explanation. Demonstrate active reading strategies e.g., challenging peers with questions, justifying opinions, responding to different viewpoints within a group. Infer characters' feelings, thoughts,</p>
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	<p>they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes. Justify opinions and elaborate by referring to the text (Point + Evidence + Explanation). Explain the effect on the reader of the authors' choice of language. Participate in debates on an issue related to reading. Prepare formal presentations individually or in groups. Use notes to support presentation of information. Respond to questions generated by a presentation Provide reasoned justifications for their views.</p>	<p>Use notes to support presentation of information. Prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. Explore, recognise and use the terms metaphor, simile, imagery. Explain the effect on the reader of the authors' choice of language. Learn a wider range of poems by heart.</p>	<p>create well-structured descriptions. Demonstrate active reading strategies Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text. Participate in discussions and debates building on their own and others' ideas, challenging views courteously.</p>	<p>discuss an increasingly wide range of poetry.</p>	<p>integrated fiction and non-fiction unit and a separate poetry unit. In addition to the final outcomes referenced above, each sequence embeds a balance of modelled and independent writing opportunities.</p>	<p>and motives from their actions, justifying inferences with evidence e.g., Point + Evidence + Explanation. Make predictions based on information stated and implied. Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text. Analyse the conventions of different types of writing e.g., use of dialogue to indicate geographical and/or historical settings for a story. Explore, recognise, and use the terms personification, analogy, style and effect. 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>Key Learning Writing</b></p>	<p>Identify and use dashes to indicate parenthesis e.g. in less formal writing: The cake was</p>	<p>Create and punctuate complex sentences using -ing openers. Create complex sentences by</p>	<p>Infer characters feelings, thoughts and motives from their actions.</p>	<p>Identify and use semi-colons to mark the boundary between independent</p>		<p>Investigate and collect a range of synonyms and antonyms e.g.,</p>



	<p>lovely - delicious in fact - so I had another slice. Use suffixes –ate, -ise, -ify to convert nouns and adjectives into verbs. Blend action, dialogue and description within and across paragraphs. Create and punctuate complex sentences using -ed openers. Create and punctuate complex sentences using -ing openers Plan their writing by noting and developing ideas. Draw on reading and research. Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. Ensure consistent and correct use of tense throughout a piece of writing. Ensure consistent subject and verb agreement. Use different sentence structures with increasing control in fiction. Explore, collect and use modal verbs to indicate degrees of possibility e.g. might, could, shall, will, must. Create complex sentences by using relative clauses with</p>	<p>using relative clauses with relative pronouns e.g. Fagin, who was the leader of the pickpockets, was a despicable character. Select the appropriate language and structures. Note and develop ideas. Think how authors develop characters and settings in books and films. Select appropriate structure, vocabulary and grammar Blend action, dialogue and description within paragraphs. Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. Create and punctuate sentences using simile starters. Select the appropriate language and structures. Use similar writing models. Assess the effectiveness of own and others’ writing in relation to audience and purpose. Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. Use appropriate intonation and volume. Ensure meaning is clear.</p>	<p>Compare texts written in different periods. Articulate and justify answers, arguments and opinions orally in relation to a question or key point posed by an adult. Explore the meaning of new vocabulary within the context of the text. Explore and evaluate new vocabulary orally Explore texts in groups and deepen comprehension through discussion Listen and identify how intonation and expression affects meaning Use non-verbal gestures whilst presenting and performing to sustain the audiences attention. Infer characters feelings, thoughts and motives from their actions Explain the effect on the reader of the authors choice of language and reasons why the author may have selected these words, phrases and techniques. Speak audibly and fluently, maintaining the attention of others. Skim for gist Explore settings and characters orally and following modelling, select precise vocabulary to</p>	<p>clauses e.g. It is raining; I am fed up. Identify the subject and object of a sentence. Use a range of planning approaches e.g. storyboard, story mountain, discussion group, post-it notes, ICT story planning. Deviate narrative from linear or chronological sequence e.g. flashbacks, simultaneous actions, time-shifts. Use a wide range of devices to build cohesion within and across paragraphs. Use ellipses to link ideas between paragraphs. Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning. Proofread for grammatical, spelling and punctuation errors. Explore and collect vocabulary typical of formal and informal speech and writing e.g. find out – discover, ask for - request, go in – request. 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.</p>		<p>mischievous, wicked, evil, impish, spiteful, well-behaved. Explore, collect, and use vocabulary typical of formal and informal speech and writing e.g., find out – discover, ask for - request, go in – enter. Explore, collect, and use question tags typical of informal speech and writing e.g. “He’s your friend, isn’t he?” 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. Draw on similar writing models, reading and research. Compare how authors develop characters and settings (in books, films, and performances) Use a range of planning approaches e.g., storyboard, story mountain, discussion group,</p>
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	<p>relative pronouns when and that. Explore, collect and use adverbs to indicate degrees of possibility e.g. surely, perhaps, maybe, definitely, alternatively, certainly, probably. Identify the audience and purpose. Select the appropriate language and structures. Use similar writing models. Use devices to build cohesion, e.g. firstly, furthermore, as a consequence. Select appropriate structure, grammar and vocabulary.</p>		<p>create well-structured descriptions. Demonstrate active reading strategies Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text. Participate in discussions and debates building on their own and others' ideas, challenging views courteously.</p>	<p>Identify audience and purpose. Choose appropriate text-form and type for all writing. Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. Evaluate, select and use a range of organisation and presentational devices to structure text for different purposes and audiences e.g. headings, subheadings, columns, bullet points, tables. Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. rhetorical questions, direct address to the reader.</p>		<p>post-it notes, ICT story planning. Select appropriate structure, vocabulary, and grammar. Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g., Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!" Proofread for grammatical, spelling and punctuation errors.</p>
<b>Unit 1 Independent Outcome</b>	<p><b>Purpose</b> – to entertain by writing an innovated story set in another country, such as a rainforest setting. (independent) <b>Audience</b> – to share with parallel class</p>	<p><b>Purpose</b> - to entertain by writing a historical narrative <b>Audience</b> – to share innovated historical narrative on the school website</p>	<p><b>Purpose</b> - Write an innovated play as a theme based on the original (independent) <b>Audience</b> – to share with others on a corridor display</p>	<p><b>Purpose</b> – to entertain others by writing a story with a flashback (independent) <b>Audience</b> – to publish flashback stories to the local maritime museum</p>	<p><b>Purpose and audience</b> – a collection of fiction and non-fiction outcomes written for a range of purposes and audiences (as outlined in the last push pack for Y6)</p>	<p><b>Purpose</b> – to entertain an audience by revealing the unseen diaries of Tom. <b>Audience</b> – diaries created for adults and children interested in WW1 and or Goodnight Mister Tom.</p>
<b>Unit 2 Independent Outcome</b>	<p><b>Purpose</b> – to write a persuasive speech to use in a class debate <b>Audience</b> – to perform in a debate within the class</p>	<p><b>Purpose</b> – to entertain by creating own verse of chosen poem <b>Audience</b> – to perform orally to an audience at the Rossall Christmas Service</p>	<p><b>Purpose</b> – create a webpage to inform on villains based from film and literature <b>Audience</b> – to inform children of a similar age by creating a webpage</p>	<p><b>Purpose</b> –report on what's happened since the event from a focused poem (independent) <b>Audience</b> – to create a report for Newsround</p>		
<b>Guided Reading</b>	<p style="text-align: center;"><b>Year 5 class</b> <b>Guided reading will be whole group sessions. Age appropriate texts may include:</b> Coraline by Neil Gaiman</p>					

	<p>The Halloweeds by Veronica Cossanteli  The Fastest Boy in the World by Elizabeth Laird  Lilliput by Sam Gayton  <b><u>Year 5 In the Y5/6 classes</u></b>  <b>Guided reading will be small group sessions. Age appropriate texts may include:</b>  Monster Slayer by Brian Patten  Out of the Ashes by Michael Morpurgo  Coraline by Neil Gaiman  A Pig Called Heather by Harry Oulton  The Astounding Broccoli Boy by Frank Cottrell Boyce  The Road to Ratenburg by Joy Cowley  <b><u>Year 6</u></b>  <b>Guided reading will be whole group sessions. Age appropriate texts may include:</b>  In at the Deep End by Michelle Magorian  The Unforgotten Coat by Frank Cottrell Boyce  A Message to the Sea by Alex Shearer  Mr Baboomski and the Wonder Goat by Richard Joyce  Trickster by Tom Moorhouse</p>		
<p><b>Possible Class reads over the year</b></p>	<p><b><u>One of the following classic texts:</u></b>   Secret Garden – Francis Hodgson Burnett  Wolves of Willoughby chase – Joan Aitkin  Carrie’s War – Nina Bawden</p>	<p><b><u>One of the following modern texts:</u></b>   Aquila – Andrew Noriss  A series of Unfortunate Events – Lemony Snicket  The Dark is Rising – Susan Cooper  Wolf Brother – Michelle Paver</p>	<p><b><u>One of the following diverse texts:</u></b>   Kensuke’s Kingdom - Michael Morpurgo  Village by the Sea - Anita Desai  The Garbage King - Elizabeth Laird  Bitter Chocolate - Sally Grindley  Refugee Boy - Benjamin Zephaniah</p>