

5/6 English Curriculum – Cycle 1

Topic	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Magical Me</b>	<b>Out of this world</b>	<b>British History</b>	<b>Materials</b>	<b>Wonderful World</b>	
<b>Narrative</b>	<b>Fiction Genres</b>	<b>Narrative: review key narrative techniques e.g. creating setting, characterisation and atmosphere.</b>	<b>Fiction from our literary heritage.</b>	<b>Suspense and Mystery</b>	<b>Narrative: review key narrative techniques e.g. creating setting, characterisation and atmosphere using film narrative.</b>	
<b>Suggested final written outcome:</b>	Diary entries, alternative viewpoint.	A single extended narrative on a similar theme.	Explore a text in detail, write in the style of the author and write their own contemporary version of a play script.	Develop skills of building up atmosphere in writing e.g. passages building up tension.	An extended narrative based on a similar theme using film based narrative as inspiration.	
<b>Opportunities/Texts:</b>	Wonder by R.J Palacio	Bloddon – Adventure Story – use as model – children write own quest story based in space.	Shakespeare - Play scripts	The Lemonade Crime – Jacqueline Davies	Film based narrative	
<b>Non Fiction</b>	<b>Biography</b>	<b>Argument</b>	<b>Formal Writing</b>	<b>Report</b>	<b>Persuasion</b>	
<b>Suggested final outcome:</b>	Compose a biographical account or describe a person from a different perspective.	A series of live debates on various subjects. Children work in groups, pairs or individually to prepare and present points of view. Write up a balanced discussion presenting two sides of an argument following a debate.	Choose the appropriate form and style of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.	Write reports as part of a presentation on a non-fiction subject. Choose the appropriate style and form of writing to suit a specific purpose and audience.	Construct an argument in note form or full text to persuade others of a point of view and present the case to the class or a group; use standard English appropriately; evaluate its effectiveness.	

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<b>Opportunities/ texts:</b>	Biography - based on the life of Charles Darwin Explanation – Science – Cross Curricular	Argument Persuasion – Space travel – Cross Curricular	Formal Writing – thank you letter Recount – Cross Curricular	Journalistic Writing Explanation link to science – Cross Curricular	Formal letter/ persuasion – eco based
<b>Poetry</b>	<b>Vocabulary Building</b>	<b>Structure - Cinquain</b>	<b>Poetry appreciation</b>	<b>Poetry appreciation</b>	<b>Vocabulary Building</b>
<b>Suggested Outcome:</b>	Read, write and perform free verse.	Read and respond to Cinquains.	Research a particular poet. Personal responses to poetry. Recite familiar poems by heart.	Research a particular poet. Personal responses to poetry. Recite familiar poems by heart.	Read, write and perform free verse.
<b>Opportunities/ Text:</b>	Poetry: Kit Wright: The Magic Box	Poetry: Space Poetry	Poetry: Daffodils	Poetry: Lady of Shallot	Poetry: Rainforest poetry Poetry:
<b>Essentials for writing</b>	Composition: To write with purpose To use imaginative description To organise writing appropriately To use paragraphs To use sentences appropriately		Transcription: To present neatly To spell correctly To punctuate accurately.		Analysis and presentation: To analyse writing To present writing
<b>Essentials for Progress</b>	<b>Milestone 1</b>		<b>Milestone 2</b>		<b>Milestone 3</b>

<p><b>To write with purpose</b></p>	<ul style="list-style-type: none"> <li>• Say first and then write to tell others about ideas</li> <li>• Write for a variety of purposes</li> <li>• Plan by talking about ideas and writing notes</li> <li>• Use some of the characteristic features of the type of writing used</li> </ul>	<ul style="list-style-type: none"> <li>• Write for a wide range of purposes using the main features identified in reading</li> <li>• Use techniques used by authors to create character and setting</li> <li>• Compose and rehearse sentences orally</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the audience</li> <li>• Choose the appropriate form of writing using the main features identified in reading</li> <li>• Note, develop and research ideas</li> </ul>
<p><b>To use imaginative description</b></p>	<ul style="list-style-type: none"> <li>• Use adjectives to add detail</li> <li>• Use names of people, places and things</li> <li>• Use well-chosen adjectives</li> <li>• Use nouns and pronouns for variety</li> <li>• Use adverbs for extra detail</li> </ul>	<ul style="list-style-type: none"> <li>• Create character, settings and plots</li> <li>• Use alliteration effectively</li> <li>• Use similes effectively</li> <li>• Use a range of descriptive phrases including some collective nouns</li> </ul>	<ul style="list-style-type: none"> <li>• Use the techniques that authors use to create characters, settings and plots</li> <li>• Create vivid images by using alliteration, similes, metaphors and personification</li> <li>• Interweave description of characters, setting and atmospheres with dialogue</li> </ul>
<p>To organise writing appropriately</p>	<ul style="list-style-type: none"> <li>• Reread writing to check it makes sense</li> <li>• Use the correct tenses</li> <li>• Organise writing in line with its purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Use organisational devices such as headings and subheadings</li> <li>• Use the perfect form of verb to mark relationships of time and cause</li> <li>• Use connectives that signal time, shift attention, inject suspense and shift the setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Guide the reader by using a range of organisational devices including a range of connectives</li> <li>• Choose effective grammar and punctuation and purpose changes to improve clarity</li> <li>• Ensure correct use of tenses throughout a piece of writing</li> </ul>
<p>To use paragraphs</p>	<ul style="list-style-type: none"> <li>• Write about more than one idea</li> </ul>	<ul style="list-style-type: none"> <li>• Organise paragraphs around a theme</li> <li>• Sequence paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Write paragraphs that give the reader a sense of clarity</li> <li>• Write paragraphs that makes sense if read alone</li> </ul>

<p>To use sentences appropriately</p>	<ul style="list-style-type: none"><li>• Write so that other people can understand the meaning of sentences</li><li>• Sequence sentences to form a short narrative</li><li>• Convey ideas sentence by sentence</li><li>• Join sentences with conjunctions and connectives</li><li>• Vary the way sentences begin</li></ul>	<ul style="list-style-type: none"><li>• Use a mixture of simple, compound and complex sentences</li><li>• Write sentences that include:<ul style="list-style-type: none"><li>• Conjunctions</li><li>• Adverbs</li><li>• Direct speech, punctuated</li></ul></li><li>• Correctly</li><li>• Clauses</li><li>• Adverbial phrases</li></ul>	<ul style="list-style-type: none"><li>• Write sentences that include:<ul style="list-style-type: none"><li>• Relative clauses</li><li>• Modal verbs</li><li>• Relative pronouns</li><li>• Brackets</li><li>• Parenthesis</li><li>• A mixture of active and passive voice</li><li>• Clear subject and object</li><li>• Hyphens, colons and semi colons</li><li>• Bullet points</li></ul></li></ul>
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