

5/6 English Curriculum – Cycle 2

Topic	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Famous People	Sound and Force	Lifecycles/ Spring	Local Area	Water	
Narrative	Film Narrative based on WW2	Fiction genres	Narrative; review key narrative technique.	Traditional tales - legends	Fiction genres	
Suggested final written outcome:	Explore The Piano (A Gibbons) and write a diary entry based the emotional aspect of the film.	A range of short stories conveying different genres; a genre swap story.	A single extended narrative or several narratives on a similar theme.	Reflect on the main character of the legend from different viewpoints. Re-tell the story from several different perspectives.	A range of short stories conveying different genres; a genre swap story.	
Opportunities/Texts:	The Boy in the Striped Pyjamas by John Boyle.		A Midsummer's Night's Dream by William Shakespeare		Tommy Ellis Goes To Sea – Jes Parkin.	
Non Fiction	Biography	Explanation	Discussion	Persuasion	Instructions	
Suggested final outcome:	Write a biography on Hitler/ Winston Churchill.	Links to science POS 'Reporting and presenting findings from enquiries, including conclusions causal relationships and explanations of and degree of trust in results.'	Write up a balanced discussion presenting two sides of an argument, following a debate.	Persuasive text based on Egypt.	Detailed instructions with clear introduction and conclusion.	
Opportunities/ texts:	The Diary of Anne Frank: study of her diary and life leading to biography.		Identify a current issue in the local area through media (HDM, Calendar etc).		Look at detailed scientific instructions for experiments/models.	

			Instructions on building a model of the water cycle.		
Poetry	Vocabulary Building	Structure - Monologues	Poetry appreciation	Poetry appreciation	Vocabulary Building
Suggested Outcome:	Read, write and perform free verse.	Read and respond	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.
Opportunities/ Text:	WWII Poetry		Shakespeare	Poems based around life at sea. The City in the Sea – Edgar Allen Poe.	
Essentials for writing	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
Essentials for Progress	Milestone 1		Milestone 2		Milestone 3
To write with purpose	<ul style="list-style-type: none"> Say first and then write to tell others about ideas Write for a variety of purposes Plan by talking about ideas and writing notes 		<ul style="list-style-type: none"> Write for a wide range of purposes using the main features identified in reading Use techniques used by authors to create character and setting 		<ul style="list-style-type: none"> Identify the audience Choose the appropriate form of writing using the main features identified in reading Note, develop and research ideas

	<ul style="list-style-type: none"> • Use some of the characteristic features of the type of writing used 	<ul style="list-style-type: none"> • Compose and rehearse sentences orally 	
To use imaginative description	<ul style="list-style-type: none"> • Use adjectives to add detail • Use names of people, places and things • Use well-chosen adjectives • Use nouns and pronouns for variety • Use adverbs for extra detail 	<ul style="list-style-type: none"> • Create character, settings and plots • Use alliteration effectively • Use similes effectively • Use a range of descriptive phrases including some collective nouns 	<ul style="list-style-type: none"> • Use the techniques that authors use to create characters, settings and plots • Create vivid images by using alliteration, similes, metaphors and personification • Interweave description of characters, setting and atmospheres with dialogue
To organise writing appropriately	<ul style="list-style-type: none"> • Reread writing to check it makes sense • Use the correct tenses • Organise writing in line with its purpose 	<ul style="list-style-type: none"> • Use organisational devices such as headings and subheadings • Use the perfect form of verb to mark relationships of time and cause • Use connectives that signal time, shift attention, inject suspense and shift the setting. 	<ul style="list-style-type: none"> • Guide the reader by using a range of organisational devices including a range of connectives • Choose effective grammar and punctuation and purpose changes to improve clarity • Ensure correct use of tenses throughout a piece of writing
To use paragraphs	<ul style="list-style-type: none"> • Write about more than one idea 	<ul style="list-style-type: none"> • Organise paragraphs around a theme • Sequence paragraphs 	<ul style="list-style-type: none"> • Write paragraphs that give the reader a sense of clarity • Write paragraphs that makes sense if read alone
To use sentences appropriately	<ul style="list-style-type: none"> • Write so that other people can understand the meaning of sentences • Sequence sentences to form a short narrative 	<ul style="list-style-type: none"> • Use a mixture of simple, compound and complex sentences • Write sentences that include: • Conjunctions 	<ul style="list-style-type: none"> • Write sentences that include: • Relative clauses • Modal verbs • Relative pronouns • Brackets

5/6 English Curriculum – Cycle 2

	<ul style="list-style-type: none">• Convey ideas sentence by sentence• Join sentences with conjunctions and connectives• Vary the way sentences begin	<ul style="list-style-type: none">• Adverbs• Direct speech, punctuated Correctly• Clauses• Adverbial phrases	<ul style="list-style-type: none">• Parenthesis• A mixture of active and passive voice• Clear subject and object• Hyphens, colons and semi colons• Bullet points
--	---	---	--