

Year 5 and 6

	Autumn 1 Author of the TERM Berlie Dougherty	Autumn 2 Author of the TERM Berlie Dougherty	Spring 1 Author of the TERM Shakespeare	Spring 2 Author of the TERM Shakespeare	Summer 1 Author of the TERM V. Wrath	Summer 2 Author of the TERM V. Wrath
Topic title:	Darwin's Delights	Pharaohs	Revolution	Tomorrow's World	Alchemy Island	ID
Book:	Journey to the river sea.	If you find this. Matthew Baker	Macbeth William Shakespeare	Floodland Marcus Sedgewick(Heartstone Odyssey?)	The Highwayman	A Monster calls Patrick Ness
Power of Reading Writing outcomes from the unit	Powerpoint presentation Maia's photograph album Narrative writing in role Newspaper report Poetry writing	Writing in Role Letter Writing Poetry Descriptive Writing Newspaper Writing (Could include epitaph writing)	Letter writing Writing and performing poetry Note-writing for report Recounts Playscripts Prophecies Advertising posters Tickets Invitations Reviews	Writing in role Persuasive letter writing to a character Instructional writing - rules for Eel Island Chorus writing Narrative writing Report writing to prepare for radio broadcast	Tell a story using notes Annotated images Storyboards Writing in role Retelling from different characters points of view Poetry writing Dilemma writing Presentation through powerpoint	Diary entries Report writing Poetry Notes (for use in discussion and debate) Life writing Narrative Playscripts Lists

Whole school write	Term 1 Character description	Term 2 Non- Chronological report (Can be creative)	Term 3 Persuasive speech – (Imaginative) school trip.	
Take features suitable to your year group and include them in the SC for the writing task.	Well Chosen adjectives Similes Metaphors Mention a distinctive feature of the person Powerful verbs / adverbs especially for movement Use details to suggest what a character is like. Be specific not general Third person Use 'show not tell' to describe the character's feelings though their actions Use a list to describe features of the person (colon to introduce)	<ul style="list-style-type: none">- Paragraphs that don't have to be in order (but should be in a sensible order)- Formal- Impersonal- Use of technical vocabulary- Present tense- Always include an introduction- Sub-headings for paragraphs- Diagrams, charts or fact boxes- Conclusion- Glossary (if necessary)- Third person (you could address the reader directly at the end)- Accurate description- Interesting detail- Facts- Quotes	<ul style="list-style-type: none">- Emotive language- Personal language- A title to hook the reader in- Introduction to explain the argument- Each paragraph to have topic sentences to introduce the paragraph- Use counter argument points by thinking about what your opponent will believe- Write an ending which restates the main points (summarises).- Present tense- Subordinating conjunctions and clauses- Phrases for cohesion e.g. in addition to... action must be taken- Modal verbs Rhetorical questions	
Text type Mapping from Federation outcomes	WRITING TO ENTERTAIN Short Story x 2 (1 Fantasy and dilemmas and issues) Play Script Flashbacks – teacher added through Macbeth / Highwayman Building Tension Paragraph Play Script	WRITING TO INFORM Biography (see Epitaph) – through Highwayman Explanation	WRITING TO PERSUADE Formal Speech – through Macbeth Formal Persuasive Letter	WRITING TO DISCUSS Newspaper Article – must include quotes Balanced argument – debate(Macbeth)

Grammar types to be taught	FICTION		NON-FICTION	
	GRAMMAR AND SENTENCES	PUNCTUATION	GRAMMAR AND SENTENCES	PUNCTUATION
	<ul style="list-style-type: none"> Subordinate clauses to add detail- varying position Relative clauses to add detail Wide range of sentence structures 	<ul style="list-style-type: none"> Brackets for incident Dashes to emphasis additional information Colons to add further detail in a new clause Semi-colons to join related clauses 	<ul style="list-style-type: none"> Subordinating conjunctions in varying positions Expanded noun phrases to inform Relative clauses Use passive voice- formality Colons to link related clauses 	<ul style="list-style-type: none"> Brackets or dashes to explain technical vocabulary Semi-colons for complex lists Colons to introduce lists Brackets or dashes to mark relative clauses Secure use of commas to mark clauses Colons and semi-colons to mark clauses.