

	English	Framework 2019 - 20	Class 5/6 First year cycle
	Autumn Term	Spring Term	Summer Term
Content	<p><u>Classic Novels: Hound of the Baskervilles (4 weeks)</u> Key texts: The Hound of the Baskervilles for children by H.Brook. Can describe settings, characters and atmosphere (KPI-W) <i>Draft and write by précising longer passages</i> <i>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</i></p> <ul style="list-style-type: none"> • Research and compare classic Victorian mystery stories • Identify features of a mystery story • Identify characters and create hot seat interviews from Hound of the Baskervilles • Identify settings from Hound of the Baskervilles and compare and contrast • Structure of mystery plot • Strategies to create tension • Create character profiles for a mystery story • Create and describe historical settings for a mystery story <p><u>Poetry: The Power of Imagery (2 weeks)</u> Key texts: The Train by Emily Dickenson. Identifies the audience for, and the purpose of, the writing (KPI-W) <i>Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the</i></p>	<p><u>Multi-modal stories (2 weeks)</u> Key texts: Barrowquest Uses further organisational and presentational devices to structure text and to guide the reader (e.g. Headings, bullet points) (KPI-W) Selects the appropriate form and uses other similar writing as models for their own (KPI-W) Describes settings, characters and atmosphere (KPI-W) Provides reasoned justifications for their views about a book (KPI-R) <i>Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</i> Recognise themes in what is read, such as loss or heroism</p> <ul style="list-style-type: none"> • Read the adventure as a class, making decisions and discussing consequences. • Individual reading of adventure and oral retelling. • Structure of fantasy quests (Hero, villain and magical objects) • Analyse how multi-modal plots work. • Create multi-modal plans based on 'The Hobbit' map. • Create a simple multi-modal story based on The 'Hobbit' map. <p><u>Wordless Picture Book: The Arrival (4 weeks)</u> Key texts: The Arrival by Shaun Tan. Selects the appropriate form and uses other similar writing as models for their own (KPI-W) <i>Evaluate and edit by proposing changes to vocabulary,</i></p>	<p><u>Classic Fiction (4 weeks)</u> Key texts: Midnight Fox by Betsy Byars Describes settings, characters and atmosphere (KPI-W) Increases familiarity with a wide range of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions (KPI-R) <i>Write effective descriptions</i> Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <ul style="list-style-type: none"> • Gathering information about characters and their relationships. • Explore characters' feelings. • Deduce information about characters. • Write in role as a chosen character. • Develop an understanding and retrieve information about plot. • Explore figurative language to describe characters and settings. • Use figurative language to write a poem about the fox. • Look at different viewpoints and the use of persuasive language. • Plan and write reports on key events.

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	<p><i>meaning is clear to an audience</i> <i>A child understands some of the technical and other terms for discussing what is heard and read such as metaphor, simile, analogy, imagery, style and effect</i></p> <ul style="list-style-type: none"> • Discussing the effective use of language in the poem ‘The Train’ • Finding examples of personification • Looking at examples of similes and metaphors in the poem and discussing their impact • Freeze framing and role play to create emotions for inanimate objects • Using this knowledge to create their own personification poem about the River Thames <p><u>Biographies and autobiographies (3 weeks)</u> Famous Victorians:</p> <ul style="list-style-type: none"> • George Cadbury • Charles Dickens <p>Uses further organisational and presentational devices to structure text and to guide the reader (E.g. headings, bullet points, underlining) (KPI-W) Selects the appropriate form and uses other similar writing as models for their own (KPI-W) Retrieves, records and presents information from non-fiction (KPI-R)</p> <ul style="list-style-type: none"> • Explore different sources of information for biographies. • Create fact file about a famous Victorian. • Create a list of questions they would like to ask a famous Victorian. • Identify the features of a biography. 	<p><i>grammar and punctuation to enhance effects and clarify meaning</i> <i>Demonstrate a mastery of language through public speaking, performance and debates</i> <i>A child understands some of the technical and other terms for discussing what is heard and read such as metaphor, simile, analogy, imagery, style and effect</i></p> <ul style="list-style-type: none"> • Explore the images and discuss what it tells us about the family. • Internal monologue for a chosen character. • Play script or dialogue between the characters. • Explore the images and what we think they are; what caused them and what will happen. • Create single word poems or collages about the images and events. <p><u>Journalistic Writing (3 weeks)</u> Key resource: War of the Worlds Radio Broadcast, Orson Wells</p> <p>Ensures the consistent and correct use of tense throughout a piece of writing (KPI-W) Selects the appropriate form and uses other similar writing as models for their own (KPI-W) Can use layout devices, such as heading, sub-headings, columns, bullets, or tables, to structure text (KPI-W) <i>Demonstrate a mastery of language through public speaking, performance and debate</i></p> <ul style="list-style-type: none"> • Create a tension graph from the radio broadcast. • Create a plot ladder from the radio broadcast. • Storyboard the events from the broadcast. • Find examples of current newspaper articles. • Look at structure of journalistic reports (Orientation → Reorientation). • Look at structure and features of screenplays. • Create screenplays of radio news on Martian 	<p><u>Shakespeare: Romeo and Juliet (4 weeks)</u> Key text: Shakespeare’s Stories by Leon Garfield and Michael Foreman. Key resource: Kenneth MacMillan’s Romeo and Juliet by Prokofiev, West Side Story by Leonard Bernstein.</p> <p>Provides reasoned justifications for their views about a book (KPI-R) <i>Adopt, create and sustain a range of roles, responding appropriately to others in role (both verbally and non-verbally)</i> <i>Demonstrate a mastery of language through public speaking, performance and debates</i> <i>Create an improvised, devised and scripted drama for a range of audiences as well as rehearse, refine, share and respond thoughtfully to drama and theatre performances.</i> <i>A child understands some of the technical and other terms for discussing what is heard and read such as metaphor, simile, analogy, imagery, style and effect</i></p> <ul style="list-style-type: none"> • Recording and gathering information about characters- focus on main characters. • Recording and gathering information about settings- focus on tourist brochure of Verona. • Learn and recite key parts of the text. • Look at incidents of conflict between characters (use key resource). • Discuss key turning points in plot. • Role play as a character and create journal entries (after Romeo’s banishment). • Write a letter from Romeo to Juliet. • Explore the deaths of Juliet and Romeo.
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	<ul style="list-style-type: none"> • Understand the need for unbiased questioning in interviews. • High level questioning skills for the interview. • Create own biography of Queen Victoria including a timeline, diagrams, tables and text. <p><u>Historical Stories: Street Child (4 weeks)</u> Key texts: Street child by Berlie Doherty Selects the appropriate form and uses other similar writing as models for their own (KPI-W) Describes settings, characters and atmosphere (KPI-W) <i>A child understands the conventions of different types of writing such as the use of the first person in writing diaries and autobiographies</i> <i>Recognises themes in what is read such as loss or heroism</i> Plan their writing by drawing on reading and research where necessary Exploring the historical setting of ‘Street Child’</p> <ul style="list-style-type: none"> • Describe 19th century London using the text as evidence • Research living conditions at the time and compare to now • Drawing pictures of scenes in the text • Explore and discuss life in a workhouse • Story mapping, individually and as a class <p>Character focus</p> <ul style="list-style-type: none"> • Discuss Jim’s family situation- role play as different characters • Conscience alley for Jim escaping the workhouse 	<p>invasion.</p> <ul style="list-style-type: none"> • Perform screenplays. <p><u>Authors and Texts (2 weeks)</u> Authors:</p> <ul style="list-style-type: none"> • Phillip Pullman- Northern Lights and Clockwork <p>Provides reasoned justifications for their views about a book (KPI-R) Identifies the audience for, and the purpose of, the writing (KPI-W) <i>Explain and discuss their understanding of what has been read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</i> <i>Evaluate and edit by assessing the effectiveness of their own and others’ writing</i> Use knowledge of language gained from stories, plays, poetry, non-fiction and textbooks to facilitate writing</p> <ul style="list-style-type: none"> • Explore the opening of ‘Northern Lights’. • Describe the setting. • Explore the characters and character conflicts. • Explore how the author creates tension. • Explore the opening of ‘Clockwork’. • Compare and contrast to ‘Northern Lights’. • Create a description of Phillip Pullman books. 	<ul style="list-style-type: none"> • Create a tension graph based on the deaths. • Compare and contrast to West Side Story (optional). <p><u>Poetry: Sensational (2 weeks)</u> Authors:</p> <ul style="list-style-type: none"> • Sensational! by Roger McGough <p><i>A child understands some of the technical and other terms for discussing what is heard and read such as metaphor, simile, analogy, imagery, style and effect</i> Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <ul style="list-style-type: none"> • Talk about how the poet uses language to create images • Reflect on the poem through discussion and making notes • Use the structure of one poem to help write another • Reading and performing poems • Responding to a visual image, reading and responding to a poem • Writing poetry
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	<ul style="list-style-type: none"> • Write continual diary entries as Jim or someone in the workhouse • Write in role as Rosie or Doctor Barnardo. • Have section of the story to continue, predicting the ending • Write a letter from Jim to his family/Shrimps/Dr Barnardo 		
Spelling/ Phonics	<p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Please use the National Curriculum 2014 word list for your spelling tests.</p>	<p>Spell some words with 'silent' letters</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p> <p>Please use the National Curriculum 2014 word list for your spelling tests.</p>	<p>Spell some words with 'silent' letters</p> <p>Continue to distinguish between homophones and other words that are often confused</p> <p>Please use the National Curriculum 2014 word list for your spelling tests.</p>
Handwriting	<p>Select a handwriting style appropriate to the task (KPI- W)</p> <p>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p>	<p>Select a handwriting style appropriate to the task (KPI-W)</p> <p>Choosing the writing implement that is best suited for a task</p>	<p>Select a handwriting style appropriate to the task (KPI- W)</p> <p>Write legibly, fluently and with increasing speed</p>
Grammar	<p>Proof-reads for spelling and punctuation errors (KPI-W)</p> <p>Uses commas to clarify meaning or avoid ambiguity (KPI-W)</p> <p>Converts nouns or adjectives into verbs using suffixes (KPI-W)</p> <p>Use a thesaurus</p> <p>Use passive verbs to affect the presentation of information in a sentence</p> <p>Using the perfect form of verbs to mark relationships of time and cause</p> <p>Punctuating bullet points consistently</p> <p>A child understands some of the technical and other terms for discussing what is heard and</p>	<p>Proof-reads for spelling and punctuation errors (KPI-W)</p> <p>Ensures the consistent and correct use of tense throughout a piece of writing (KPI-W)</p> <p>Indicates degrees of possibility using adverbs or modal verbs (KPI-W)</p> <p>Uses semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>Accurately read individual words that might be key to the meaning of a sentence or paragraph, thereby improving comprehension</p> <p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p>	<p>Proof-reads for spelling and punctuation errors (KPI-W)</p> <p>Uses devices to build cohesion within a paragraph (eg. Then, after that, this, firstly) (KPI-W)</p> <p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>Use vocabulary, grammar and punctuation concepts set out in English appendix 2 of the national curriculum documentation, and be able to apply them correctly to examples of real language, such as independent writing</p> <p>Apply a knowledge of linguistic terms, including</p>

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	<p><i>read such as metaphor, simile, analogy, imagery, style and effect</i></p> <p>YEAR 5 SENTENCE active and passive SENTENCE main and subordinate clause TENSE past and present perfect</p> <p>YEAR 6 REVISION Subject and Object Inverted Commas Adverbs Active and Passive Present and Past Progressive Present and Past Perfect Determiners Apostrophes Prepositions</p>	<p>YEAR 5 PUNCTUATION semi-colon PUNCTUATION colon TENSE past and present progressive</p> <p>YEAR 6 REVISION Determiners Model Verbs Conjunctions Present and Past Perfect Present and Past Progressive Subject and Object Active and Passive Colons Semi colons</p>	<p><i>those to describe grammar, so they can discuss their writing and reading</i></p> <p>YEAR 5 PUNCTUATION connectives SENTENCE adverbials of time SENTENCE adverbial of place</p> <p>YEAR 6 REVISION Pronouns To be and to have Present and Past Perfect Present and Past Progressive Determiners</p>
Guided Reading	<p>Identifies the audience for, and purpose of, the writing (KPI-W) Apply their growing knowledge of root words, prefixes, suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet (KPI-R) Retrieves, records and presents information from non-fiction (KPI-R) <i>Recognise themes in what is read, such as loss or heroism</i> <i>Use reading strategies to work out any unfamiliar word</i> <i>Asking questions to improve their understanding</i> <i>Predicting what might happen from details stated and implied</i></p>	<p>Participates in discussions about books that are read to the child and those that can be read independently (KPI-R) Checks that the book makes sense to the reader, discussing the individual's understanding and exploring the meaning of words in context (KPI-R) <i>Making comparisons within and across books</i> <i>Read books selected independently</i> <i>Recognise themes in what is read, such as loss or heroism</i> <i>Accurately read individual words that might be key to the meaning of a sentence or paragraph, thereby improving comprehension</i></p>	<p>Increases familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions (KPI-R) Provides reasoned justifications for their views about a book (KPI-R) <i>Compare characters, settings, themes and other aspects of what is read</i> <i>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</i></p>

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Class Novel	<p>Participates in discussions about books that are read to the child and those that can be read independently (KPI-R)</p> <p>Increases familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions (KPI-R)</p> <p><i>Recognise themes in what is read, such as loss or heroism</i></p> <p>Because of Winn Dixie by Kate DiCamillo Coraline by Neil Gaiman</p>	<p>Provides reasoned justifications for their views about a book (KPI-R)</p> <p>Increases familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions (KPI-R)</p> <p><i>Reading books that are structured in different ways and reading for a range of purposes</i></p> <p>The Outlaw Varjak Paw by SF Said</p>	<p><i>Compare characters, settings, themes and other aspects of what is read</i></p> <p>Increases familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions (KPI-R)</p> <p>Butterfly Summer by Anne-Marie Conway</p>
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