

	English	Framework 2019 - 20	Class 5/6 Second year cycle
	Autumn Term	Spring Term	Summer Term
<b>Content</b>	<p><b><u>Classic Poetry (3 weeks)</u></b> Key texts: The Highwayman by Alfred Noyes</p> <p><b>Identifies the audience for, and the purpose of, the writing (KPI-W)</b> <b>Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas (KPI-R)</b> <i>Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the 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"> <li>• Settings of the poem</li> <li>• Key characters</li> <li>• Investigating figurative language</li> <li>• Making deductions on characters using drama</li> <li>• Performing the poem</li> </ul> <p><b><u>Traditional and Oral Story-telling (3 weeks)</u></b> Key texts: Robin Hood</p> <p><b>Can describe settings, characters and atmosphere (KPI-W)</b> <b>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</b></p>	<p><b><u>Shackleton's Journey (3 weeks)</u></b> Key texts/resource: Shackleton's Journey (William Grill) Chronological Reports</p> <p><b>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)</b> <b>Ensures the consistent and correct use of tense throughout a piece of writing (KPI-W)</b></p> <ul style="list-style-type: none"> <li>• Exploring the chronological structure of the text</li> <li>• Continuous diary entries of voyage</li> <li>• Research on key characters</li> <li>• Writing instructions for equipping the expedition</li> <li>• Plotting the course of the expedition</li> <li>• News report on the success of the expedition</li> <li>• Debate on what action to take to release the ship</li> <li>• Feelings poem about escaping the ice</li> <li>• Create own annotated diagram of camp on Elephant Island</li> <li>• Messages in a bottle home from stranded sailors</li> <li>• The rescue: rescue transcript/SOS broadcast</li> <li>• Home at last: Looking back</li> </ul> <p><b><u>Poetic Style (2 weeks)</u></b> Key poets:</p> <ul style="list-style-type: none"> <li>• Michael Rosen</li> <li>• Benjamin Zephaniah</li> </ul>	<p><b><u>Text-based unit: There's a boy in the girls' bathroom (4-5 weeks)</u></b> Key texts: There's a boy in the girls' bathroom by Louis Sachar.</p> <p><b>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)</b> <b>Provides reasoned justifications for their views about a book (KPI-R)</b> <b>Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas (KPI-R)</b></p> <ul style="list-style-type: none"> <li>• Continuous diary tracking changes in Bradley's life/character</li> <li>• First impressions of Bradley</li> <li>• Questions you would ask Bradley- hot seating with responses</li> <li>• Letters of advice to Bradley from Carla</li> <li>• Write a private email as a character</li> <li>• Analyse Bradley's 'special list'- what does it tell us about him?</li> <li>• Analyse Bradley's good and bad points</li> <li>• Key moments of the story</li> <li>• Zones of relevance chart</li> <li>• Design a book report as Bradley on 'My parents didn't steal an elephant'</li> <li>• Letter to Carla from Bradley</li> </ul>

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	<p><b>cultures and traditions (KPI-R)</b></p> <ul style="list-style-type: none"> <li>• Common themes of myths, legends, fables and traditional stories</li> <li>• Possible openings for these types of stories</li> <li>• Story style</li> <li>• Short and long sentences and tension graphs</li> <li>• Writing traditional tales <ul style="list-style-type: none"> <li>- Heroes</li> <li>- Villain</li> <li>- Mythical objects</li> <li>- Moral</li> </ul> </li> <li>• Oral retelling of own stories</li> </ul> <p><b><u>Significant children’s authors (4 weeks)</u></b> Key texts and authors:</p> <ul style="list-style-type: none"> <li>• Philip Pullman, Northern Lights</li> <li>• Michael Morpurgo, Kensuke’s Kingdom</li> </ul> <p><b>Proof-reads for spelling and punctuation errors (KPI-W)</b> <b>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)</b> <b>Uses further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</b></p> <ul style="list-style-type: none"> <li>• Comparing opening pages of different books by the same author</li> <li>• Common settings and common</li> </ul>	<ul style="list-style-type: none"> <li>• Spike Milligan</li> </ul> <p><b>Selects the appropriate form and uses other similar writing as models for the own (KPI-W)</b> <b><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></b> <b><i>Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</i></b></p> <ul style="list-style-type: none"> <li>• Researching poets</li> <li>• Discussing and comparing style of poets</li> <li>• Exploring free verse</li> <li>• Writing and performing free verse</li> </ul> <p><b><u>The Piano- Film Narrative (2 weeks)</u></b> <b>Ensures the consistent and correct use of tense throughout a piece of writing (KPI-W)</b> <b>Identifies the audience for, and the purpose of, the writing (KPI-W)</b></p> <ul style="list-style-type: none"> <li>• Storyboard the narrative</li> <li>• Dramatisation of specific events in the story</li> <li>• Explore characters’ motives</li> <li>• Internal monologues</li> <li>• Oral hot seating of characters reflecting on their lives</li> <li>• Write up the story</li> </ul> <p><b><u>Book Study: The Jungle Book (3 weeks)</u></b> Key text: The Jungle Book, various editions.</p> <p><b>Increases familiarity with a wide range of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and</b></p>	<p><b><u>Text-based Unit: The Island (3 weeks)</u></b> Key texts: The Island by Armin Greder- <b><i>Needs to be handled very sensitively.</i></b> <b>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)</b> <b>Identifies the audience for, and the purpose of, the writing (KPI-W)</b> <b>Provides reasoned justifications for their views about a book (KPI-R)</b></p> <ul style="list-style-type: none"> <li>• Explore and discuss the imagery of the inside cover: Bank of words and feelings.</li> <li>• Pages 1 and 2: <i>Where did he come from? Why was he there?</i></li> <li>• Pages 3 and 4: <i>What should the people do?</i> (Look at page 5, 6, 7 and 8 for consequences.)</li> <li>• Pages 9 and 10: <i>How do you think the people feel?</i> Dialogue based on the characters daily life.</li> <li>• Pages 11 and 12: <i>Why is she so scared?</i> Internal monologue of the scared woman.</li> <li>• Pages 13-20: <i>What is it that makes the people scared of him?</i></li> <li>• Pages 21-26: ‘Mob Alley’ where they are saying how they feel and what they want to do.</li> <li>• Write in role as one of the mob and how they feel.</li> <li>• Pages 27 and 28: <i>Why do they do this?</i></li> </ul> <p>Last page: <i>What does it mean?</i></p>
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	<p>characters</p> <ul style="list-style-type: none"> <li>• Characterisation and dialogue</li> <li>• Biographies of authors</li> <li>• Making connections between an author's work and their life</li> </ul> <p><b><u>War Diaries (3 weeks)</u></b> Key Texts: Diary of Anne Frank, Children of the Blitz (Robert Westall), War Boy (Michael Foreman)</p> <p><b>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)</b> <b>Provides reasoned justifications for their views about a book (KPI-R)</b> <b>Ensures the consistent and correct use of tense throughout a piece of writing (KPI-W)</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast opening entries of 3 diaries</li> <li>• <i>Anne Frank: HA, Children of the Blitz: MA, War boy: LA</i></li> <li>• Research and describe the author of the diary</li> <li>• Setting of the diary- link to time diary was written</li> <li>• Descriptions of everyday life for author</li> <li>• Write an alternative final entry for one of the diaries</li> <li>• War biography of the diary author to be presented to the other groups</li> </ul>	<p><b>books from other cultures and traditions (KPI-R)</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast to Disney film</li> <li>• Identify key characters</li> <li>• Jungle setting- using figurative language to describe the jungle</li> <li>• Soundscape of the jungle</li> <li>• Direct speech between the wolves when they first meet Mowgli</li> <li>• Character map: relationships between characters and their choices</li> <li>• Conscience alley- Mowgli's decision</li> <li>• Final confrontation- write play script and then perform</li> </ul>	<p><b><u>Argument and Debate (2 weeks)</u></b> Key resource: Sustainability in the oceans</p> <p><b>Uses the colon to introduce a list (KPI-W)</b> <b>Provides reasoned justifications for their views about a book (KPI-R)</b> <b>Can use layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text (KPI-W)</b> <b>Identifies the audience for, and the purpose of, the writing (KPI-W)</b></p> <ul style="list-style-type: none"> <li>• Review persuasive language</li> <li>• Persuasive language techniques</li> <li>• Emotive language techniques</li> <li>• Research what sustainable fishing might look like</li> <li>• Construct an argument (for/against)</li> <li>• Prepare spoken argument</li> <li>• Look at statements and counter-statements</li> <li>• Draft and create a letter to support their argument</li> <li>• Create a poster to express their argument</li> <li>• Debate the issue</li> </ul>
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	<p><b>Informative writing (2 weeks)</b> Key resource: Nottingham Castle</p> <p><b>Retrieves, records and presents information from non-fiction (KPI-R)</b> <b>Proof-reads for spelling and punctuation errors (KPI-W)</b> <b>Identifies the audience for, and purpose of, the writing (KPI-W)</b> <b>Uses further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</b></p> <ul style="list-style-type: none"> <li>• Look at tourist leaflets of famous buildings and landmarks</li> <li>• Note features of leaflets</li> <li>• Create shape leaflet on Nottingham Castle</li> </ul>		
Spelling/ Phonics	<p><b><i>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</i></b> <b><i>Use further prefixes and suffixes and understand the guidance for adding them</i></b></p> <p>Please use the National Curriculum 2014 word list for your spelling tests.</p>	<p><b><i>Spell some words with ‘silent’ letters</i></b> <b><i>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</i></b></p> <p>Please use the National Curriculum 2014 word list for your spelling tests.</p>	<p><b><i>Spell some words with ‘silent’ letters</i></b> <b><i>Continue to distinguish between homophones and other words that are often confused</i></b></p> <p>Please use the National Curriculum 2014 word list for your spelling tests.</p>
Handwriting	<p><b>Select a handwriting style appropriate to the task (KPI- W)</b> <b><i>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</i></b></p>	<p><b>Select a handwriting style appropriate to the task (KPI- W)</b> <b><i>Choosing the writing implement that is best suited for a task</i></b></p>	<p><b>Select a handwriting style appropriate to the task (KPI- W)</b> <b><i>Write legibly, fluently and with increasing speed</i></b></p>

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Grammar	<p><b>Proof-reads for spelling and punctuation errors (KPI-W)</b>  <b>Uses commas to clarify meaning or avoid ambiguity (KPI-W)</b>  <b>Converts nouns or adjectives into verbs using suffixes (KPI-W)</b></p> <p><i>Use a thesaurus</i>  <i>Use passive verbs to affect the presentation of information in a sentence</i>  <i>Using the perfect form of verbs to mark relationships of time and cause</i>  <i>Punctuating bullet points consistently</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> <p><b>YEAR 5</b>  <b>SENTENCE active and passive</b>  <b>SENTENCE main and subordinate clause</b>  <b>TENSE past and present perfect</b></p> <p><b>YEAR 6 REVISION</b>  <b>Subject and Object</b>  <b>Inverted Commas</b>  <b>Adverbs</b>  <b>Active and Passive</b>  <b>Present and Past Progressive</b>  <b>Present and Past Perfect</b>  <b>Determiners</b>  <b>Apostrophes</b>  <b>Prepositions</b></p>	<p><b>Proof-reads for spelling and punctuation errors (KPI-W)</b>  <b>Ensures the consistent and correct use of tense throughout a piece of writing (KPI-W)</b>  <b>Indicates degrees of possibility using adverbs or modal verbs (KPI-W)</b></p> <p><i>Uses semi-colons, colons or dashes to mark boundaries between independent clauses</i>  <i>Accurately read individual words that might be key to the meaning of a sentence or paragraph, thereby improving comprehension</i>  <i>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</i></p> <p><b>YEAR 5</b>  <b>PUNCTUATION semi-colon</b>  <b>PUNCTUATION colon</b>  <b>TENSE past and present progressive</b></p> <p><b>YEAR 6 REVISION</b>  <b>Determiners</b>  <b>Model Verbs</b>  <b>Conjunctions</b>  <b>Present and Past Perfect</b>  <b>Present and Past Progressive</b>  <b>Subject and Object</b>  <b>Active and Passive</b>  <b>Colons</b>  <b>Semi colons</b></p>	<p><b>Proof-reads for spelling and punctuation errors (KPI-W)</b>  <b>Uses devices to build cohesion within a paragraph (e.g. Then, after that, this, firstly) (KPI-W)</b></p> <p><i>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</i>  <i>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</i>  <i>Apply a knowledge of linguistic terms, including those to describe grammar, so they can discuss their writing and reading</i></p> <p><b>YEAR 5</b>  <b>PUNCTUATION connectives</b>  <b>SENTENCE adverbials of time</b>  <b>SENTENCE adverbial of place</b></p> <p><b>YEAR 6 REVISION</b>  <b>Pronouns</b>  <b>To be and to have</b>  <b>Present and Past Perfect</b>  <b>Present and Past Progressive</b>  <b>Determiners</b></p>
Guided Reading	Identifies the audience for, and purpose of, the writing (KPI-W)	Participates in discussions about books that are read to the child and those that can be read independently	Increases familiarity with a wide range of books, including myths, legends and traditional stories,

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	<p>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)</p> <p>Retrieves, records and presents information from non-fiction (KPI-R)</p> <p><i>Recognise themes in what is read, such as loss or heroism</i></p> <p><i>Use reading strategies to work out any unfamiliar word</i></p> <p><i>Asking questions to improve their understanding</i></p> <p><i>Predicting what might happen from details stated and implied</i></p>	<p>(KPI-R)</p> <p>Checks that the book makes sense to the reader, discussing the individual's understanding and exploring the meaning of words in context (KPI-R)</p> <p><i>Making comparisons within and across books</i></p> <p><i>Read books selected independently</i></p> <p><i>Recognise themes in what is read, such as loss or heroism</i></p> <p><i>Accurately read individual words that might be key to the meaning of a sentence or paragraph, thereby improving comprehension</i></p>	<p>modern fiction, fiction from our literary heritage, and books from other cultures and traditions (KPI-R)</p> <p>Provides reasoned justifications for their views about a book (KPI-R)</p> <p><i>Compare characters, settings, themes and other aspects of what is read</i></p> <p><i>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</i></p>
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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