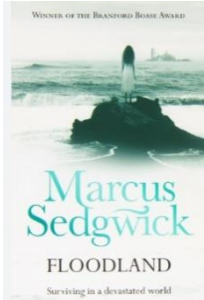
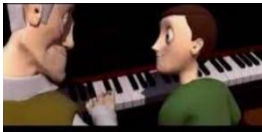
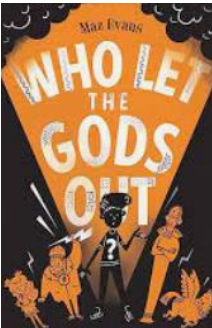

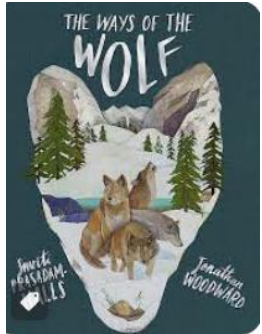


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	Autumn Term		Spring Term		Summer Term	
Text/s:	Floodlands – Marcus Sedgwick 	'The Piano' WW2 (Literacy Shed+)  Remembrance poetry Dolce et Decorum est	Darwin's Dragons – Lindsay Galvin (Literacy Shed+) 	Who let the God's out? – Maz Evans (Literacy Shed+) 	The Barnabus Project – The Fan Brothers (The Literacy Shed+) 	The Ways of the Wolf – Smriti Prasadam-Halls (The Literacy Shed+) 
Genre:	Non Fiction: Fantasy novel	Fiction: Historical fiction	Fiction: Adventure	Fiction: Myths (Ancient Greece)	Fiction: Fantasy	Non Fiction
Writing Opportunities (text type):	Writing to persuade: Balanced argument – Was Dooby a good leader? Writing to inform: Letter – message in a bottle. Writing to entertain: Character study	Writing to inform: To write a recount in a letter Writing to entertain: Narrative Poetry: Linked to remembrance	Writing to entertain: Journal entry Writing to inform: Non-Chronological report	Writing to entertain: 3 rd person narrative including dialogue Writing to entertain: Setting and character descriptions	Writing to inform: Newspaper report Writing to entertain: Adventure story	Writing to inform: Information text in the style of the author Writing to Children to choose a text type of their choice
Purpose: Audience:	Balanced argument: To hold a class	Letter: Write a letter from the man to his	Journal: To celebrate the beauty of the	Narrative: To experience and feel	Newspaper report: To alert the public to the	Information text: To evoke mood,

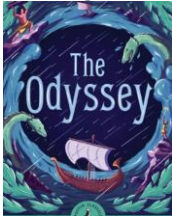
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	<p>debate and give reasons for and against – Was Dooby a good leader?</p> <p>Letter: To write a letter from Zoe to try and get help when she was stuck on Eels Island.</p> <p>Character study: To create a role on the wall exploring relationships, emotions and behaviours of the characters</p>	<p>wife. Include a section of recount.</p> <p>Narrative: Flashback narrative</p> <p>Poetry: Write an emotive poem inspired by... to be shared with parents</p>	<p>Galapagos islands</p> <p>Non chronological report: To inform friends about the glorious Galapagos</p>	<p>what Virgo’s mission was like.</p> <p>Setting and character descriptions: To write a descriptive paragraph about the cave setting where Thanatos is found, suggesting mood and atmosphere through vocabulary. Share with class friends.</p>	<p>story of the escaped animals (positive or negative – tone)</p> <p>Adventure: To share my story with younger children in the school (Badger Class)</p>	<p>atmosphere, tension and emotion on the reader (my teacher)</p>
<p>Composition</p>	<ul style="list-style-type: none"> Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own; noting and developing initial ideas, drawing on reading and research where necessary; in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning; in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action; précising longer passages; using a wide range of devices to build cohesion within and across paragraphs; using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] Evaluate and edit by: assessing the effectiveness of their own and others’ writing; proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning; ensuring the consistent and correct use of tense throughout a piece of writing; ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register; proof-read for spelling and punctuation errors Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear 					
<p>Vocabulary, Punctuation & Grammar</p> <p>Y5 Content</p> <p>Terminology to be introduced:</p>	<p>Review - Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)</p> <p>Review: word families, conjunction, adverb, preposition, direct speech, inverted commas, prefix, consonant, vowel letter, consonant letter, clause, subordinate clause.</p> <p>Review: determiner, pronoun, possessive pronoun, adverbial</p> <p>Review – Correct use of apostrophes to mark singular and plural possession (e.g. the girl’s name, the girls’ names) and for contractions.</p>					

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<ul style="list-style-type: none"> • relative clause • modal verb • relative pronoun • parenthesis • bracket • dash • cohesion • ambiguity <p>Y6 Content</p> <p>Terminology to be introduced:</p> <ul style="list-style-type: none"> • active and passive voice • subject and object • hyphen • synonym • antonym • colon • semi-colon • bullet points • ellipsis 	<p>Review - Different sentence types – commands, statements, questions, exclamations Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news)</p> <p>Use fronted adverbials.</p> <p>Use further prefixes and suffixes and understand how to add them.</p> <p>Indicating degrees of possibility using modal verbs (e.g. might, should, will, must)</p> <p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity.</p> <p>Extend the range of sentences with more than one clause, by using a wider range of conjunctions e.g. when, if, because, although.</p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said - reported, alleged, or claimed, find out – discover, ask for – request, go – enter)</p> <p>How words are related by meaning as synonyms and antonyms (e.g. big, large, little)</p> <p>Use of the passive voice to affect the presentation of information in a sentence [e.g. I broke the window in the greenhouse,' versus 'The window in the greenhouse was broken (by me)].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he? or the use of the subjunctive forms</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up)</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)</p>	
<p>Handwriting:</p>	<p>Block handwriting at the start of the year to set expectations.</p>	<p>Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task,</p>

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	<p>Write legibly, fluently and with increasing speed by: Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. Choosing the writing implement that is best suited for a task.</p>	<p>for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.</p> <p>This can be done by blocking handwriting sessions for a week at the start of each half term.</p>				
<p>Reading for Pleasure:</p>		<p>Flanders field For the fallen</p>		<p>Percy Jackson and the Lightning Thief Greek Myth Anthology Arthur and the Golden Rope</p> <p>The Odyssey – Geraldine McCaughrean</p> 		<p>The Wolves in the Walls</p>