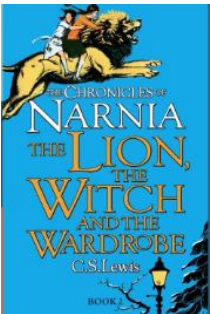

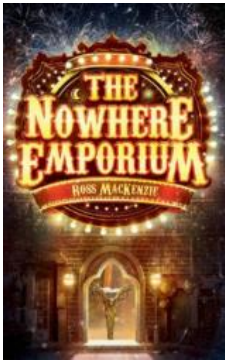
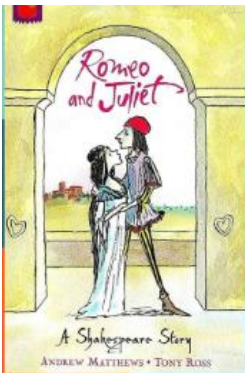
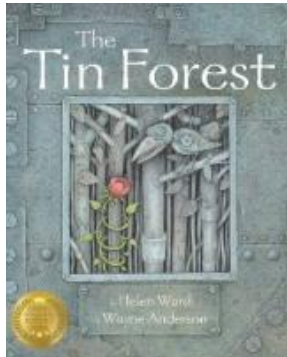
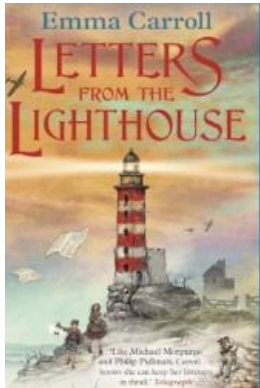


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	Autumn Term		Spring Term		Summer Term	
Text/s:	Narnia, The Lion, the Witch and Wardrobe – CS Lewis (Literacy Shed) 	Viking Boy – Tony Bradman (Literacy Shed) 	The Nowhere Emporium – Ross MacKenzie (Literacy Shed) 	Romeo and Juliette – Shakespeare (Literacy Shed) 	The Tin Forest – Helen Ward (Literacy Shed) 	Letters from a lighthouse – Emma Carroll (Literacy Shed) 
Genre:	Fiction: Fantasy	Fiction: Fantasy adventure	Fiction: Adventure magic	Fiction: Archaic language	Fiction: Fable Poetry	Fiction and Nonfiction
Writing Opportunities (text type):	Writing to persuade: Using persuasive language in a speech Writing to inform: Instructional text	Writing to entertain: Character descriptions Writing to inform: Diary entry Writing to inform: Non-Chronological Report	Writing to entertain: Narrative biography Writing to entertain: Suspense narrative	Writing to Inform: Monologue Writing to entertain: Story openers using precise vocabulary and humour.	Writing to entertain: Setting and character descriptions Writing to entertain: Poetry	Writing to inform/instruct: Radio announcement Writing to inform: Newspaper report
Purpose: Audience:	Speech: Write and deliver a speech from	Character descriptions: Use	Narrative biography: To describe how time	Monologue: Plan and write Friar Lawrence's	Setting and character descriptions: Write in	Radio announcement: Public announcement in

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	<p>the Queen to her spies</p> <p>Instructions: Develop own truth potion recipes using descriptive language and instruction writing to share with class</p>	<p>kennings in their character descriptions to entertain their peers.</p> <p>Diary: Write a diary entry in role as Gunnar about his experience in Valhalla (may include an internal monologue)</p> <p>Non chronological reports: Use their notes to write up information on aspects of Viking life to inform others.</p>	<p>travel feels to my class</p> <p>Suspense narrative: For the reader (my teacher) to feel tension, atmosphere and emotion</p>	<p>confession about his part in the lovers' story and what he wished he had done differently (modal verbs)</p> <p>Story openers: Write own introductions to the story which humorously compare the two households in the style of the twix advert – present to the class.</p>	<p>1st person imagining that they are seeing the Tin Forest for themselves. Incorporate descriptive and figurative language, opinions and feelings into their writing.</p> <p>Poetry: Write an Antonym diamante, free verse or Renga poem about the feelings and emotions of the old man for others to enjoy</p>	<p>a war situation.</p> <p>Newspaper report: Write a newspaper article for others to read about the rescue of the refugee boat.</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 (e.g. repetition of a word or phrase) grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence) and ellipsis; 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</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>					

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<p>introduced:</p> <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 – Correct use of apostrophes to mark singular and plural possession (e.g. the girl’s name, the girls’ names) and for contractions.</p> <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</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>say. They should be clear about what standard of handwriting is appropriate for a particular task, 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>In Flander's Field</p>		<p>Tales from Shakespeare (Leon Garfield)</p>		

Reading for pleasure