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|  | **Autumn 1**  | **Autumn 2**  | **Spring 1**  | **Spring 2** | **Summer 1**  | **Summer 2** |
| **Wider curriculum focus** | **Science** – Materials and their properties | **History** – The Transatlantic Slave Trade | **Science** - Space | **Geography** -Biomes/South America | **Science** - Living Things | **Digital Art** – Film Making  |
| **WRITING** |
| **Purpose of writing** | To entertain | To entertain | To entertain / persuade | To entertain / Inform | To entertain | To entertain / discuss |
| **‘Driver’ Texts** | Autobiographies of Malala, Roald DahlWonder by R J Palacio | Blackberry Blue by Jamila GavinDifferent versions of Cinderella and traditional tales | Spaced out by Brian MosesVariety of free verse, visual and structured poemsPhoenix by SF Said | The Explorer by Katherine RundellNon-fiction texts/websites on Brazil and survival guides | The Last Wild by Piers TordayExtended metaphor poetry | Short films (literacy shed, YouTube, previous student films)An illustrated History of Filmaking, by Adam Allsuch Boardman |
| **Writing Outcomes**  | **Recount** - Autobiography**Narrative** : Third Person re-telling of Wonder’s Halloween Party. | **Recount** - Diary Entry of the King from Blackberry Blue**Narrative** (Contemporary fiction) - Modern retelling of fairy tales (Cinderella & Sneakerella) | **Poem** – Moon/space poem **Persuasive** - Planet Relocation brochure for Lucky (Phoenix) | **Narrative** – adventure in the Rainforest**Non Chron** - Survival guide for the jungle | **Narrative** – Setting description of Spectrum Hall**Poetry** – Storm personified as an animal poem / poetry with as an extended metaphor | **Speech:** A short speech on UN sustainability goals and introducing their film/message.**Review** – Film reviews |
| **Reading & supplementary texts** | **Fiction** - Wonder by R J Palacio **Non Fiction** - I am not a label by Cerrie Burnell.Young, Gifted and Black by Jamia Wilson | **Fiction** - High Rise Mystery by Sharna Jackson.Blackberry Blue (The purple lady by Jamila Gavin).Talking turkeys by Benjamin Zephaniah.**Non Fiction** - Autobiography of Olaudah Equiano.Young, Gifted and Black by Jamia Wilson.History books | **Fiction** - Phoenix by SF Said, Cogheart by Peter Bunzl.Hidden Figures by Margot Lee Shetterly. Moon juice by Kate Wakeling.Meanwhile back on Earth by Oliver Jeffers.**Non Fiction** – Planetarium (Welcome to the museum) by Raman Prinja, Space maps by Lara Albanese, Survival in space by David Long. | **Fiction** - Trash by Andy Mulligan.Journey to the River Sea by Eva Ibbotson.Lost in the Amazon by Tod Olsen.**Non Fiction** – Atlas’. Information texts about Brazil.Great Adventurers by Alastair Humphreys. | **Fiction** - Charlotte’s web by E B White. The wolves of Willoughby chase by Joan Aitken. Varmints by Helen Ward (picture book)**Non Fiction** – The Hunt by BBC.Invented by animals by Christiane Dorion.David Attenborough biography. | **Fiction** - Selection of Graphic Novels by various authors including Ms Marvel by DC Comics**Non Fiction** - An illustrated history of filmmaking by Adam Allsuch Boardman. The movie Book: Big Ideas simply explained by DK. |
| **Planned opportunities for oracy (including constructive feedback)** | Retelling family anecdotes.Freeze FramingTell me – booktalk.Drama and role play.Debate and discussion.Storytelling.Reading aloud. | Drama and role play (including in the immersive classroom)Talk for WritingFreeze FramingConscience AlleyDebatingStory tellingReading aloudPoetry recitalBook TalkRole on the wallBook Talk  | Reading aloudDrama and role playDramatisation of poetryFreeze FramingPerform own poems Conscience alley.Hot seatingBook Talk | DebatingDrama and role play (including in the immersive classroom)Freeze framingStorytellingBook Talk | Response to illustration.Book talkRole on the wallRole playConscience alleyDebate and argumentStorymappingPoetry recital  | Performing and introducing filmsPlanning of and use of dialogue |

**SPAG Progression**

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|  | **Autumn 1**  | **Autumn 2**  | **Spring 1**  | **Spring 2** | **Summer 1**  | **Summer 2** |
| **Spelling** | * Words ending in -tious and -ious
* Words ending in -cious
* Words ending in -cial
* Words ending in -tial
* Words ending in -cil and -tial
* Challenge words
* Words ending in -ant
* Words ending in -ance and -ancy
* Words ending in -end and -ence
* Words ending in -able and -ible
* Words ending in -ably and -ibly
* Challenge words
* Can spell **some** words from the Year 5 & 6 statutory spelling list.
 | * Words ending in -able where the ‘e’ from the root remains
* Adverbs of time
* Adding suffixes to -fer words
* Silent first letters
* Silent letters
* Challenge words
* Words spelled with ie after c
* Words spelled with ei after c
* Words where ‘ough’ makes an /or/sound
* Words containing ough
* Adverbs of possibility and frequency
* Challenge words
* Can spell **many** words from the Year 5 & 6 statutory spelling list.
 | * Homophones and near homophones
* Homophones
* Homophones
* Homophones
* Homophones
* Homophones
* Challenge words
* Words containing hyphens
* Challenge words
* Revision
* Revision
* Revision
* Revision
* Can spell **most** words from the Year 5 & 6 statutory spelling list.
 |
| **Punctuation** | * Can securely use capital letters, full stops, question marks, exclamation marks independently.
* Can use inverted commas and other punctuation to indicate direct speech.
* Can independently use apostrophes for contractions, singular and plural possession.
* Can use commas after fronted adverbials
* With support, can use commas to indicate parenthesis with embedded relative clauses.
 | * Can use commas to indicate parenthesis with embedded relative clauses.
* Can use commas accurately when a sentence starts with a subordinate clause.
* With support, can use commas to clarify meaning or avoid ambiguity. (Stop hitting, Joe vs. Stop hitting Joe)
 | * With support, can use brackets, dashes and commas to indicate parenthesis.
* Can use commas to clarify meaning or avoid ambiguity.
* With support, can use the colon to introduce a list
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| **Vocabulary and Grammar** | * Understand how to use relative clauses beginning with who, which, where, when, whose, that.
* Can write a variety of compound and complex sentences, using a range of conjunctions, and moving the subordinate clause to the start of the sentence. (With support).
* Understand how to indicate degrees of possibility using modal verbs (might, should).
* Understand how to use devices to build cohesion within a paragraph (eg. then, after that, this, firstly).
* Understand how to link ideas across paragraphs using adverbials of time, place and number, or tense choices (Ch can identify these in their reading).
* Begin to understand how to use expanded noun phrases to convey complicated information concisely.
 | * With support, can write relative clauses beginning with who, which, where, when, whose, that – support to use accurate commas.
* Can vary their sentence structure by deciding whether to place the subordinate clause before or after the main clause. (Can confidently use a comma after a subordinate clause).
* Build on knowledge of modal verbs, and introduce using adverbs (eg. perhaps, surely) to indicate degrees of possibility.
* With support and scaffolding, ch can use devices to build cohesion within a paragraph (eg. then, after that, this, firstly).
* With support and scaffolding, ch can link ideas across paragraphs using adverbials of time, place and number, or tense choices (Chd can identify these in their reading).
* With support and scaffolding, ch use expanded noun phrases to convey complicated information concisely
 | * Can independently write relative clauses beginning with who, which, where, when, whose, that, or an omitted pronoun – and use accurate commas when the relative clause is embedded.
* Can confidently vary their sentence structure using a range of conjunctions: fronted adverbial phrases; and placement of the subordinate clause (correctly punctuated).
* Chd can independently indicate degrees of possibility using adverbs (eg. perhaps, surely) or modal verbs (might, should).
* When writing independently, children use devices to build cohesion within a paragraph (eg. then, after that, this, firstly).
* When writing independently, children can link ideas across paragraphs using adverbials of time, place and number, or tense choices.
* Ch can confidently use expanded noun phrases to convey complicated information concisely.
* Convert nouns or adjectives, into verbs using suffixes (-ate, -ise, -ify)
* Use verb prefixes (dis-, de-, mis-, over- and re-)
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