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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Wider curriculum focus** | **Science** – Electricity | **History** – World War Two | **Science** – Evolution & Inheritance | **Geography** –North America: New Orleans | **Science** – Diet & Exercise | **Creative arts -** Shakespeare |
| **WRITING** | | | | | | |
| **Purpose of writing** | To persuade / entertain | To persuade / entertain | To entertain / persuade  To Discuss | To entertain / persuade | To inform | To entertain / discuss |
| **‘Driver’ Text** | Rooftoppers by Katherine Rundell | Crater Lake | Whitebird by R J Palacio | When the Sky Falls by Phil Earle | Macbeth by William Shakespeare | Macbeth by William Shakespeare |
| **Writing Outcomes** | **Persuasive Letter –** From Charles to Miss Eliot  **Matteo poem** | **Balanced argument –** Deciding whether to stay in the centre or hide in the woods  **Instructions:** Crater Lake How to catch and return a bug eye to human form | **Fiction - 3rd Person Narrative –**Turning graphic novel to narrative  **Non-fiction - Leaflet –** Robinwood | **3rd Person Narrative –** Travelling through London  **Emotive letter in first person –** writing from Joseph to Grandma | **Response to an image/picture**  **Biography -** Shakespeare | **Poetry** – Shakespearian sonnet  **Argument** – Is Shakespeare still relevant today? |
| **Reading & supplementary texts** | **Fiction –** The Invention of Hugo Cabret by Brian Selznick  **Non Fiction –**  Tesla biography | **Fiction –**  Whitebird by R J Palacio  **Non Fiction –**  The orchestra? | **Fiction -**  **Non Fiction –**  On The Origin of Species by Sabina Radeva  Amazing Evolution: The Journey of Life by Anna Claybourne | **Fiction –** 7 basic plots  **Non-fiction -** The Princess & the Frog (poem / song lyrics) | **Fiction** - When the Sky Falls by Phil Earle | **Fiction** – Twelfth night by Shakespeare  **Non Fiction** – Information texts on Shakespeare’s England |
| **Planned opportunities for oracy (Including constructive feedback)** | Class debates/courtroom (Charles & Miss Eliot) | Perform instructions |  | Drama based on Joseph’s journey through London | Shakespearean drama | Shakespearean drama  Is Shakespeare still relevant today?  Free choice creative writing |

**SPAG Progression**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Spelling** | * Year 5/6 Statutory Words * Year 5 & Year 6 UKS2 Full List * Challenge words | | * Words with the short vowel sound /i/ spelled y * Words with the long vowel sound /i/ spelled y * The prefix over * The suffix -ful * Words which can be nouns and verbs * Words with an /oa/ sound spelled 'ou' or 'ow' * Words with a soft c spelled ce  Prefixes dis- un- over- & im-Words with the /f/ sound spelled ph  * Words with origins in other countries * Words with unstressed vowel sounds * Words ending 'cial' /shul/ after a vowel | | Words ending 'tial' /shul/ after a consonantWords starting acc-Words ending -ablyWords ending -ibleAdding the suffix -ibly to create an adverbWords ending with 'ent' and 'ence  * Suffixes -er -or & -ar * Adverbs synonymous with determination  Adjectives used to describe settingsAdjectives used to describe feelingsAdjectives used to describe charactersGrammar vocabulary 1Grammar vocabulary 2Mathematical vocabulary | |
| **Punctuation** | * Can use brackets, dashes and commas to indicate parenthesis. * Can use the colon to introduce a list, and use semi colons within a detailed list. | | With support, can:   * Use hyphens to avoid ambiguity. * Punctuate bullet points consistently. * Use semi-colons, colons or dashes to mark boundaries between independent clauses (GD) * Use hyphens to avoid ambiguity. | | * To use previously taught punctuation independently | |
| **Vocabulary and Grammar** | * Revision of previously taught objectives * Understand how words are related by meaning as synonyms and antonyms (big/large/little). * Link ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections (eg. use of **adverbials** such as on the other hand, in contrast, or as a consequence) and **ellipsis** * Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing | | * Intro terminology: subject, object, active, passive. * Use of the **passive** to affect presentation of information in a **sentence.** * The difference between structures typical of informal speech and structures appropriate for formal speech and writing (eg. question tags, or the use of **subjunctive** forms in very formal writing). * Use the perfect form of verbs to mark relationships of time and cause. * Use of layout devices (eg. headings, sub-headings, columns, bullets or tables, to structure text) | | \*Consolidation and teaching of specific gaps. | |