

	AUTUMN			SPRING			SUMMER					
YEAR 5/6 CYCLE B	Spy School			It's a Small World			The Origins of the Olympics					
SUBJECT NARRATIVE	Main Text: <i>Spy School</i> (Gibbs) / <i>Stormbreaker</i> (Horowitz)			Main Text(s): <i>Running Wild</i> (Morpurgo) <i>Zoo</i> (Browne),		Main Text(s) <i>Animalium</i> (Broom)	Main Text(s) <i>Daisy</i> (Gray), <i>Romeo &amp; Juliet</i> (Shakespeare) (Tony Ross / Marcia Williams versions)					
	Action story	Instructions (How to make a periscope & cooking instructions)	Letter writing (Headteacher)	Discussion and persuasion texts (Should we have zoos?)	Descriptive scene (Running Wild)	Explanation - evolution (Animalium) Biography – Darwin (Sci)	Passover recount (RE)	Daisy story / Classic text	Performance (End of year performance)			
<b>SKILLS PROGRESSION</b> (when new skills introduced)												
	<p><b>WRITING: New skills introduced</b> <b>GRAMMAR &amp; PUNCTUATION:</b></p> <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using brackets, dashes or commas to indicate parenthesis</li> <li>using hyphens to avoid ambiguity</li> <li>using semicolons, colons or dashes to mark boundaries between independent clauses</li> <li>using a colon to introduce a list</li> <li>use of ellipsis</li> </ul> <p><b>DRAFTING:</b></p> <ul style="list-style-type: none"> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> </ul>	<p><b>WRITING: New skills introduced</b> <b>GRAMMAR &amp; PUNCTUATION:</b></p> <ul style="list-style-type: none"> <li>using a colon to introduce a list</li> <li>punctuating bullet points consistently</li> </ul> <p><b>DRAFTING:</b></p> <ul style="list-style-type: none"> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>using further organisational and presentational devices to structure text and to guide the reader</li> <li>devices to build cohesion, including adverbials of time, place and number</li> <li>differences in informal and formal language</li> </ul>	<p><b>WRITING: New skills introduced</b> <b>GRAMMAR &amp; PUNCTUATION:</b></p> <ul style="list-style-type: none"> <li>differences in informal and formal language</li> </ul>	<p><b>WRITING: New skills introduced</b> <b>GRAMMAR &amp; PUNCTUATION:</b></p> <ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>using passive verbs to affect the presentation of information in a sentence</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>further cohesive devices such as grammatical connections and adverbials</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> </ul>			<p><b>WRITING: New skills introduced</b> <b>GRAMMAR &amp; PUNCTUATION:</b></p> <ul style="list-style-type: none"> <li>verb prefixes</li> <li>using the perfect form to mark relationships of time and cause</li> </ul>	<p><b>READING:</b> <b>NON-FICTION</b></p> <ul style="list-style-type: none"> <li>distinguish between statements of fact and opinion</li> <li>retrieve, record and present information from non-fiction</li> </ul>			<p><b>READING</b> <b>POETRY AND PERFORMANCE:</b></p> <ul style="list-style-type: none"> <li>preparing plays to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> <li>learning a wider range of poetry by heart</li> <li>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</li> </ul> <p><b>RANGE OF READING:</b></p> <ul style="list-style-type: none"> <li>increasing their 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</li> </ul>	
<b>SKILLS PROGRESSION</b> (consolidation throughout year)												
	<p><b>WRITING: Throughout the year consolidation skills</b> <b>SPELLING:</b></p> <ul style="list-style-type: none"> <li>Spell some words with 'silent' letters</li> <li>Continue to distinguish between homophones and other words which are often confused</li> <li>Use dictionaries to check the spelling and meaning of words</li> <li>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</li> </ul> <p><b>HANDWRITING:</b></p> <ul style="list-style-type: none"> <li>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>Choosing the writing implement that is best suited to the task</li> </ul>			<p><b>PLANNING AND DRAFTING:</b></p> <ul style="list-style-type: none"> <li>Noting and developing initial ideas, drawing on reading and research where necessary</li> <li>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>In narratives, describing setting</li> </ul> <p><b>EDITING</b></p> <ul style="list-style-type: none"> <li>Assessing the effectiveness of their own writing and others' writing</li> <li>Proposing changes to vocabulary, grammar, and punctuation to enhance effects and clarify meaning.</li> <li>Ensuring the consistent and correct use of tense throughout a piece of writing</li> </ul>			<p><b>READING: Throughout the year consolidation skills:</b> <b>DECODING:</b></p> <ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes (morphology and entomology), both to read aloud and to understand the meaning of new words they meet</li> </ul> <p><b>RANGE OF READING</b></p> <ul style="list-style-type: none"> <li>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>Reading books that are structured in different ways and reading for a range of purposes</li> <li>Making comparisons within and across books</li> </ul> <p><b>FAMILIARITY WITH TEXTS</b></p>			<p><b>AUTHORIAL INTENT:</b></p> <ul style="list-style-type: none"> <li>Identifying how language, structure and presentation contribute to meaning</li> <li>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul> <p><b>DISCUSSION</b></p> <ul style="list-style-type: none"> <li>Recommending books that they have read to their peers, giving reasons for their choices</li> <li>Participate in discussions about books, building on their own and others' ideas and challenging views courteously</li> <li>Explain and discuss their understanding of what they have read, including through formal presentations and debates</li> <li>Provide reasoned justified for their views</li> </ul>		

	<p><b>CONTEXTS FOR WRITING:</b></p> <ul style="list-style-type: none"><li>▪ Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li><li>▪ In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li></ul> <ul style="list-style-type: none"><li>▪ Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li><li>▪ Proofread for spelling and punctuation errors</li></ul>	<ul style="list-style-type: none"><li>▪ Increasing their 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</li><li>▪ Identifying and discussing themes and conventions in and across a wide range of writing</li></ul> <p><b>UNDERSTANDING</b></p> <ul style="list-style-type: none"><li>▪ Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li><li>▪ Asking questions to improve their understanding</li><li>▪ Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</li></ul> <p><b>INFERENCE</b></p> <ul style="list-style-type: none"><li>▪ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li></ul> <p><b>PREDICTION</b></p> <ul style="list-style-type: none"><li>▪ Predicting what might happen from details stated and implied</li></ul>
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