






OAK/PINE/ CHESTNUT Year 5/6	Autumn 1  Iron Man By Ted Hughes	Autumn 2  The Wild Robot By Peter Brown	Spring 1  The Boy at the Back of the Class By Onjali Q Rauf	Spring 2  The Midnight Fox By Betsy Byars	Summer 1  The London Eye Mystery By Siobhan Dowd	Summer 2  The Adventures of Odysseus By Hugh Lupton, Daniel Morden and Christina Ball
Literary Form	Fiction Narrative/Modern <u>fairytale</u>	Illustrated novel	Novel	Classic Novel	Fiction Thriller	Myth – an epic tale
Link to Main NC Area of Learning	Science – forces and magnets, states of matter, light, electricity Geography – locate countries, use maps, atlases, globes Music-improvise and compose	Science – Living things and their habitats	Art and Design – Syrian artist Abdulla Omari Geography – types of settlement, land use, natural resources, economic activity History – Study of Syria	Science: living things, habitats Geography – mapmaking – setting and locations of events	Geography – study of London, map reading and drawing, weather and weather patterns	History – Ancient Greeks
PSED & Human Themes	Empathy - guilt	Community and Citizenship	Empathy – Human rights	Hunting, beauty of nature empathy	Dealing with loss, achievement	Overcoming setbacks
Reading: Experience, Knowledge, Skills and Strategies	Discuss words and phrases Increase familiarity with a range of books Reading aloud and rereading Ask questions to improve understanding of the text Visualisation Readers' theatre Drawing comparisons Text marking Drama and role-play Debate Draw inferences and justify with evidence. Identify how language and structure contribute to meaning	Visualising Reading illustration Scanning and close reading Character comparison Looking at language Predicting and summarising Performance reading Developing inference Making personal connections	Reading Aloud Book Talk Response to illustration Looking at Language Text Marking Text analysis Role play Responding to Poetry	Reading aloud Re-reading Drama and <u>roleplay</u> Thought tracking Text marking Visualisation Discussion, debate and argument	Read and discuss books that are structured in different ways Increase familiarity with a wide range of books Draw inferences such as inferring characters' feelings, thoughts and motives Summarise the main ideas Identify how language, structure and presentation contribute to meaning	Visualising Predicting and summarising Developing inference Broadening reading material to include distinctive style and tone of traditional tales Making intertextual connections
National Curriculum: Vocabulary, Grammar, Punctuation (and Spelling)	<ul style="list-style-type: none"> Converting nouns of adjectives into verbs using suffixes: verb prefixes. Relative clauses; indicating degrees of possibility using adverbs or modal verbs. Devices to build cohesion within a paragraph using adverbials of time, place and number or tense choices. Brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity. Terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity. 					
Language Competency: through reading, talk and writing	Impact of figurative language: Visualisation Book Talk Drama and <u>roleplay</u> Debate Synonyms Revisit relevant grammatical terms: adjective, noun, noun phrase, determiners.	Narrative voice Consistent past tense; progressive and perfect Descriptive language and precise vocabulary choice: expanded verb, adverbial and noun phrases Imagined and improvised dialogue – inverted commas Paragraphs, parenthesis and commas for cohesion Fronted adverbials and conjunctions in co-ordinating and relative clauses Debate, argument and persuasive language – subjunctives, modal verbs, active and passive	Sayings and idioms <u>Roleplay</u> Looking at language- Text marking Responding to poetry Book Talk Debate	Use of language to convey passing of time Figurative language Visualisation Book Talk Drama and <u>roleplay</u> View points	Discuss and evaluate how authors use language, considering the impact on the reader Perform own compositions, using appropriate intonation, volume and movement so that meaning is clear Begin to develop presentational talk Speak audibly and fluently when presenting	Traditional tale voice Consistent past tense, including progressive Descriptive language and precise vocabulary choice Imagined and improvised dialogue – informal and formal speech Fronted adverbials and conjunctions in co-ordinating and relative clauses Morphology – plurals Plural possession – apostrophes Book Talk
Extended Writing Outcome	Newspaper report	Story sequel	Postcard Scripted news report	Describe how characters are affected by life and how they shape their own lives	Diary entries Police report Newspaper report	Narrative in graphic form