

Kingfisher Federation English Curriculum Year 5/6 Year B

Autumn Year b

	story – suspense	Explanation	Non-chron Report	Persuasion
Key text	Trapped	Parent pleaser	Zeus, King of the Gods	Save the Rainforest
Learning Outcome	Learn the text by heart with actions Innovate text Independent application – write own suspense story	Learn the text by heart with actions Innovate text Independent application – write own explanation text – could be based on curriculum	Learn the text by heart with actions Innovate text Independent application – write own report on something related to Greeks	Learn the text by heart with actions Innovate text Independent application – write own persuasion text – maybe in the form of a letter to someone
Hook – 1 lesson	What’s in the box? Have a touchy feely box with hidden objects inside. Can the children guess what it is? What does the suspense feeling feel like?		Quiz on Greek Gods - possible Kahoot	
Sentence The children must be given quick write practise time of these during the sequence and they must be included in the writer’s toolkit.	Y5/6 Expanded –ed clauses as starters e.g. Encouraged by the bright weather, Jane set out for a long walk. Terrified by the dragon, George fell to his knees. Y5/6Stage directions in speech (speech + verb + action) e.g. “Stop!” he shouted, picking up the stick and running after the thief.	Y5 Main and subordinate clauses with full range of conjunctions Y6 Secure use of complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions:	Relative clauses beginning with who, which, that, where, when, whose or an omitted relative pronoun.	Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)
Language These can be taught as one off	Empty words e.g. someone, somewhere was out to get him	How words are related as synonyms and antonyms e.g. big/ large / little	Expanded noun phrases to convey complicated information concisely.	Converting nouns or adjectives into verbs using suffixes (e.g. – ate; –ise; –ify)

<p>lessons in the sequence or as starters. These are not required in the toolkit.</p>				
<p>Punctuation</p>	<p>Year 5</p> <ul style="list-style-type: none"> ● Capital letters, full stops, question marks and exclamation marks to demarcate sentences ● Commas for lists, after fronted adverbials ● Commas to clarify meaning and avoid ambiguity ● Apostrophes for contraction and possession ● Full, correct punctuation for direct speech ● Brackets, dashes or commas for parenthesis ● Hyphens to avoid ambiguity <p>Year 6 All year 5 punctuation and then</p> <ul style="list-style-type: none"> ● Semi-colon, colon and dash to mark boundary between independent clauses ● Colon to introduce a list and use of semi-colons within lists ● Punctuation of bullet points to list information 	<p>As previous unit.</p> <p>Please check the first unit for required punctuation for each year group for the whole academic year. These will need to be taught and should be identified and discussed in each unit on the model text. There may be the need to add lessons on teaching a specific punctuation mark to the children.</p>		

Writing expectations	<ul style="list-style-type: none"> ● Detailed description of surroundings ● Clues to tantalise the reader and to keep certain things hidden ● Short, shocking sentences ● Subordinate and relative clauses to make the reader wait for the outcome ● Ellipses (...) ● Exciting synonyms 	<ul style="list-style-type: none"> ● Clear title ● General opening statement ● Written in logical steps ● Steps continue until the explanation is complete ● Simple present tense ● Time connectives e.g. next, after a while ● Causal connectives e.g. because, this results, therefore ● Diagrams/illustrations to help with explanation 	<ul style="list-style-type: none"> ● Clear title ● General opening statement ● Paragraphs are used to separate parts of the report ● Technical vocabulary specific to subject ● Same tense throughout ● Impersonal style ● Concluding statement ● Diagrams/illustrations/pictures to help with report 	<ul style="list-style-type: none"> ● Point of view clearly explained in introduction ● Series of points with elaboration ● Present tense ● Logical connective e.g. consequently, as a result, nevertheless ● Emotive language ● Force the opinion by challenging the reader ● Clear conclusion or final statement
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Spring term YEAR B

	story – finding tale	Discussion	Persuasion	Autobiography
Key text	Adventure at Sandy Cove	Is honesty the best policy?	Fruit is Fab	The Wolf's Autobiographical Account
Learning Outcome	Learn the text by heart with actions Innovate text Independent application – write own finding tale story	Learn the text by heart with actions Innovate text Independent application – write own discussion text	Learn the text by heart with actions Innovate text Independent application – write own persuasion text	Learn the text by heart with actions Innovate text Independent application – write own autobiography in role as someone from science, history, RE

Hook – 1 lesson	Have a selection of really unusual objects washed up on the shore. What could they be?		Make fruit art with the children.	
Sentence The children must be given quick write practise time of these during the sequence and they must be included in the writer's toolkit.	Y5/6 Elaboration of starters using adverbial phrases e.g. Beyond the dark gloom of the cave, Zach saw the wizard move. Throughout the night, the wind howled like an injured creature.	Y5/6 Secure use of simple / embellished simple sentences Secure use of compound sentences Develop complex sentences: (Subordination) Y5/6 Use of rhetorical questions	Y5/6 Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect Y6 Developed use of rhetorical questions for persuasion	Use of subjunctive – If I were or Were they
Language These can be taught as one off lessons in the sequence or as starters. These are not required in the toolkit.	Relative clauses and relative pronouns	Verb prefixes (e.g. dis–, de–, mis–, over– and re–)	Y6 The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing	Modal verbs and adverbs to indicate degrees of possibility
Punctuation	Year 5 <ul style="list-style-type: none"> Capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas for lists, after fronted adverbials Commas to clarify meaning and avoid ambiguity Apostrophes for contraction and possession 	As previous unit. Please check the first unit for required punctuation for each year group for the whole academic year. These will need to be taught and should be identified and discussed in each unit on the model text. There may be the need to add lessons on teaching a specific punctuation mark to the children.		

	<ul style="list-style-type: none"> ● Full, correct punctuation for direct speech ● Brackets, dashes or commas for parenthesis ● Hyphens to avoid ambiguity <p>Year 6 All year 5 punctuation and then</p> <ul style="list-style-type: none"> ● Semi-colon, colon and dash to mark boundary between independent clauses ● Colon to introduce a list and use of semi-colons within lists ● Punctuation of bullet points to list information 			
Writing expectations	<ul style="list-style-type: none"> ● Hook the reader with an interesting opening ● Events are interesting ● Events linked within paragraphs ● Complex sentences ● Short, simple sentences used for effect ● Actions and descriptions ● Direct speech 	<ul style="list-style-type: none"> ● An introduction ● The arguments for ● The arguments against ● Conclusions ● Present tense ● Third person ● Abstract nouns e.g. truth, reason ● Logical connectives e.g. therefore, however 	<ul style="list-style-type: none"> ● Point of view clearly explained in the introduction ● Series of points with elaboration ● Present tense ● Logical connectives e.g. as a result, however, ● Emotive language ● Force the opinion using adverbs e.g. surely, obviously, 	<ul style="list-style-type: none"> ● Clear who the writing is about ● Engaging introduction ● Capital letters for all proper nouns ● Written in first person ● Factual information about the person and events ● Person's feelings and emotion included ● Words chosen to engage the reader throughout ● Satisfactory conclusion/ending

Summer term Year B

	story – losing tale	Recount	Review	Poetry
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Key text	Lost	The best holiday ever	Write film/play review of summer play	The Magic Box
Learning Outcome	Learn the text by heart with actions Innovate text Independent application – write own losing tale	Learn the text by heart with actions Innovate text Independent application – write own recount of the best of something or a trip somewhere	Learn the text by heart with actions Innovate text Independent application – write own review of the play for the local paper	Learn the text by heart with actions Innovate text Independent application – write own poem
Hook – 1 lesson	Hide some old keys around the school grounds. Can the children find the objects? What does it feel like when you have lost something?			
Sentence The children must be given quick write practise time of these during the sequence and they must be included in the writer's toolkit.	<u>Y6 Active and passive verbs to create effect and to affect presentation of information</u> e.g. Active: Tom accidentally dropped the glass. Passive: The glass was accidentally dropped by Tom. Active: The class heated the water. Passive: The water was heated.	<u>Y5/6 Drop in –'ed' clause</u> e.g. Poor Tim, exhausted by so much effort, ran home. The lesser known Bristol dragon, recognised by purple spots, is rarely seen		
Language These can be taught as one off lessons in the sequence or as starters. These are not required in the toolkit.			Moving sentence chunks (how, when, where) around for different effects e.g. The siren echoed loudlythrough the lonely streetsat midnight	Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors
Punctuation	Year 5 <ul style="list-style-type: none"> Capital letters, full stops, question marks and 	As previous unit. Please check the first unit for required punctuation for each year group for the whole academic year. These will need to be taught and should be identified and discussed in each unit on the model text. There may be the need to add lessons on teaching a specific punctuation mark to the children.		

	<p>exclamation marks to demarcate sentences</p> <ul style="list-style-type: none"> • Commas for lists, after fronted adverbials • Commas to clarify meaning and avoid ambiguity • Apostrophes for contraction and possession • Full, correct punctuation for direct speech • Brackets, dashes or commas for parenthesis • Hyphens to avoid ambiguity <p>Year 6 All year 5 punctuation and then</p> <ul style="list-style-type: none"> • Semi-colon, colon and dash to mark boundary between independent clauses • Colon to introduce a list and use of semi-colons within lists • Punctuation of bullet points to list information 			
<p>Writing expectations</p>	<ul style="list-style-type: none"> • At least one problem to be resolved • Built atmosphere through description • Dialogue to add extra information and move the story on • Senses used to develop character and plot • Problem is solved 	<ul style="list-style-type: none"> • Opening paragraph includes when? Who? what? where? • Time conjunctions • Past tense • Powerful verbs 7details to add interest for reader • Conclusion refers back to opening 		<ul style="list-style-type: none"> • Used some of alliteration/simile/personification/onomatopoeia • Powerful verbs and adjectives • Distinctive and memorable style • Repetition and word play to good effect • Chosen vocabulary carefully • Shown mood and feelings

	<ul style="list-style-type: none">• Refers back to opening			
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