
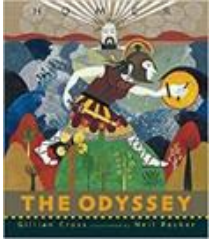











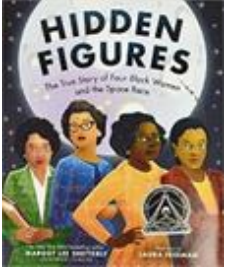



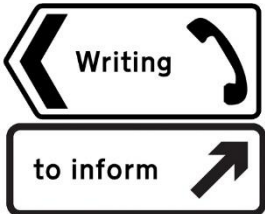



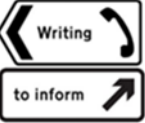


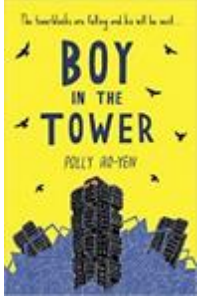






YEAR 5&6 WRITING OVERVIEW – CYCLE B

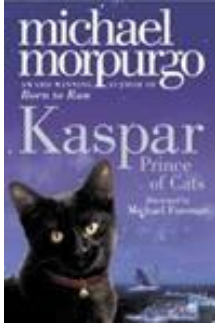
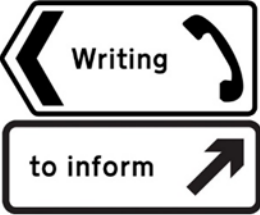









	FOCUS POET CAROL ANN DUFFY	EXAMPLE POEMS BY CAROL ANN DUFFY	RECOMMENDED POEMS TO READ AND SHARE	POETIC STYLE TO STUDY	POEMS TO PERFORM
POETRY – 2 WEEKS TERMLY		AUTUMN <i>The Christmas Truce</i>	AUTUMN YEAR 5 <i>'Twas the Night Before Christmas</i> by Clement Clarke Moore	AUTUMN YEAR 5 NARRATIVE POETRY <i>The Stream School</i> (Poetry Shed video)	AUTUMN <i>The Jumblies</i> by Edward Lear
		SPRING <i>Be Very Afraid</i>	AUTUMN YEAR 6 <i>Where the Poppies Now Grow</i> by Hilary Robinson	AUTUMN YEAR 6 NARRATIVE POETRY <i>The Raven</i> by Edgar Allen Poe	
		SUMMER <i>A Worry</i>	SPRING YEAR 5 <i>Night Mail</i> by W H Auden	SPRING YEAR 5 MONOLOGUE <i>Alice in Wonderland</i> by Lewis Carroll	SPRING <i>Conversation with a Tree</i> (Poetry Shed)
			SPRING YEAR 6 <i>Daffodils</i> by William Wordsworth	SPRING YEAR 6 MONOLOGUE <i>Witches Poem, Macbeth</i> by William Shakespeare	
			SUMMER YEAR 5 <i>Rum Tum Tiger</i> by T S Eliot	SUMMER YEAR 5 SONNETS <i>Sonnet Written at the Close of Spring</i> by Charlotte Smith	
			SUMMER YEAR 6 <i>Sea Fever</i> by John Masefield	SUMMER YEAR 6 SONNETS <i>Sonnet 18 (Shall I Compare Thee to a Summer's Day?)</i> by William Shakespeare	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">AUTUMN 1</p>	<p>THE ODYSSEY by Gillian Cross</p> 	<p>MAIN WRITING OUTCOME: epic stories</p>  <p>Writing to entertain</p>	<p>OTHER WRITING OUTCOMES: speeches (proclamation, persuasive, soliloquy), dialogue, missing scenes, postcards, adverts</p>   	<p>YEAR 5 GRAMMAR</p> <ul style="list-style-type: none"> Expanded noun phrases to convey information concisely Indicating degrees of possibility using modal verbs and adverbs Bracket, dashes or commas to indicate parenthesis Use of commas to clarify meaning and avoid ambiguity 	<p>YEAR 6 GRAMMAR</p> <ul style="list-style-type: none"> Use of the semi-colon, colon or dash to mark independent clauses Use of the colon to indicate a list and use of a semi-colon within a list
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">AUTUMN 2</p>	<p>THE LAST BEAR by Hannah Gold</p>  <p>ASSESSED PIECE OF WRITING FOR CELEBRATED WRITING BOOKS</p>	<p>MAIN WRITING OUTCOME: persuasive pitch</p> 	<p>OTHER WRITING OUTCOMES: character profile, description, dialogue, monologue, log book, scientific report</p>  	<p>YEAR 5 GRAMMAR</p> <ul style="list-style-type: none"> Expanded noun phrases Relative clauses Indicating degrees of possibility using modal verbs and adverbs Using commas to avoid ambiguity 	<p>YEAR 6 GRAMMAR</p> <ul style="list-style-type: none"> Passive voice Formal and informal structures Bullet points to list information

AUTUMN 3	<p>THE ARRIVAL by Shaun Tan</p> 	<p>MAIN WRITING OUTCOME: extended own version narratives</p> 	<p>OTHER WRITING OUTCOMES: letters, lists of rules, character descriptions, diaries, short playscripts, short reports, guides</p> 	<p>YEAR 5 GRAMMAR</p> <ul style="list-style-type: none"> Using expanded noun phrases to convey information concisely Relative clauses Indicating degrees of possibility using modal verbs and adverbs 	<p>YEAR 6 GRAMMAR</p> <ul style="list-style-type: none"> Use of the passive voice Formal and informal structures
AUTUMN EXTRA SPAG	<p>YEAR 5 GRAMMAR</p> <ul style="list-style-type: none"> Verb prefixes Relative clauses Indicating degrees of possibility using adverbs and modal verbs Devices to build cohesion within paragraphs Linking ideas across paragraphs using adverbials of time, place and number Brackets, dashes and commas to indicate parenthesis Commas to clarify meaning and avoid ambiguity 		<p>YEAR 6 GRAMMAR</p> <ul style="list-style-type: none"> Formal and informal vocabulary Synonyms and antonyms Formal and informal structures Linking ideas across paragraphs using a wider range of cohesive devices Layout devices Using hyphens to avoid ambiguity 		
SPRING 1	<p>HIDDEN FIGURES by Margot Lee Shetterly</p> 	<p>MAIN WRITING OUTCOME: playscripts</p> 	<p>OTHER WRITING OUTCOMES: setting descriptions, character descriptions, diaries, dialogue</p> 	<p>YEAR 5 GRAMMAR</p> <ul style="list-style-type: none"> Expanded noun phrases to convey complicate information concisely Relative clauses Indicating degrees of possibility using modal verbs and adverbs 	<p>YEAR 6 GRAMMAR</p> <ul style="list-style-type: none"> Synonyms and antonyms Formal and informal structures

				<ul style="list-style-type: none"> • Devices to build cohesion within a paragraph • Linking ideas across paragraphs using adverbials of time, place and number • Brackets, dashes or commas to indicate parenthesis • Use of commas to clarify meaning or avoid ambiguity 	
SPRING 2	<p>THE INVENTION OF HUGO CABRET by Brian Selznick</p>  <p>ASSESSED PIECE OF WRITING FOR CELEBRATED WRITING BOOKS</p>	<p>MAIN WRITING OUTCOME: biographies</p> 	<p>OTHER WRITING OUTCOMES: diaries, journalistic writing, flashback narratives, speeches, discussions, letters, film critiques</p>    	<p>YEAR 5 GRAMMAR</p> <ul style="list-style-type: none"> • Relative clauses • Indicating degrees of possibility using modal verbs and adverbs • Use of the passive voice 	<p>YEAR 6 GRAMMAR</p> <ul style="list-style-type: none"> • Formal and informal structures • Layout devices • Bullet points to list information • Use hyphens to avoid ambiguity

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">SPRING 3</p>	<p>BOY IN THE TOWER by Polly Ho-Yen</p> 	<p>MAIN WRITING OUTCOME: own version narratives (past and present tense)</p> 	<p>OTHER WRITING OUTCOMES: journalistic writing, formal letters, non-chronological reports</p> 	<p>YEAR 5 GRAMMAR</p> <ul style="list-style-type: none"> • Verb prefixes • Relative clauses • Indicating degrees of possibility using modal verbs and adverbs • Brackets, commas and dashes to indicate parenthesis 	<p>YEAR 6 GRAMMAR</p> <ul style="list-style-type: none"> • Passive voice • Formal and informal structures • Layout devices • Use of the semi-colon, colon and dash to mark independent clauses
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">SPRING EXTRA SPAG</p>	<p>YEAR 5 GRAMMAR</p> <ul style="list-style-type: none"> • Expanded noun phrases • Relative clauses • Indicating degrees of possibility using adverbs and modal verbs • Indicating degrees of possibility using modal verbs and adverbs • Using commas to avoid ambiguity 		<p>YEAR 6 GRAMMAR</p> <ul style="list-style-type: none"> • Synonyms and antonyms • Formal and informal structures 		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">SUMMER 1</p>	<p>THE WIND IN THE WALL by Sally Gardner</p> 	<p>MAIN WRITING OUTCOME: extended gothic narrative</p> 	<p>OTHER WRITING OUTCOMES: horror film poster, figurative writing, descriptions, old English letter, dialogue</p>  	<p>YEAR 5 GRAMMAR</p> <ul style="list-style-type: none"> • Expanded noun phrases to convey complicated information concisely • Indicating degrees of possibility using modal verbs and adverbs • Bracket, dashes or commas to indicate parenthesis 	<p>YEAR 6 GRAMMAR</p> <ul style="list-style-type: none"> • Use of the passive voice • Formal and informal structures • Use of the semi-colon, colon and dash to indicate parenthesis • Using hyphens to avoid ambiguity

				<ul style="list-style-type: none"> Use of commas to clarify meaning and avoid ambiguity 	
SUMMER 2	<p>KASPAR, PRINCE OF CATS by Michael Morpurgo</p>  <p>ASSESSED PIECE OF WRITING FOR CELEBRATED WRITING BOOKS</p>	<p>MAIN WRITING OUTCOME: newspaper articles</p> 	<p>OTHER WRITING OUTCOMES: character descriptions, reports, letters, advertising leaflets, balanced reports</p>    	<p>YEAR 5 GRAMMAR</p> <ul style="list-style-type: none"> Using expanded noun phrases Indicating degrees of possibility using modal verbs and adverbs Linking ideas across paragraphs using adverbials of time, place and number Using commas to clarify and avoid ambiguity 	<p>YEAR 6 GRAMMAR</p> <ul style="list-style-type: none"> Use of the passive voice Layout devices Bullet points to list information
SUMMER 3	<p>SOME PLACES MORE THAN OTHERS by Renee Watson</p> 	<p>MAIN WRITING OUTCOME: poems with similar structure</p> 	<p>OTHER WRITING OUTCOMES: summaries, analysis and performances</p>   	<p>YEAR 5 GRAMMAR</p> <ul style="list-style-type: none"> Expanded noun phrases to convey information concisely Indicating degrees of possibility using modal verbs and adverbs Use of commas to clarify meaning and avoid ambiguity 	<p>YEAR 6 GRAMMAR</p> <ul style="list-style-type: none"> Use of semi-colon, colon, dash to mark independent clauses

SUMMER EXTRA SPAG	YEAR 5 GRAMMAR <ul style="list-style-type: none"> • Indicating degrees of possibility using modal verbs and adverbs • Brackets, dashes and commas to indicate parenthesis 		YEAR 6 GRAMMAR <ul style="list-style-type: none"> • Formal and informal structures
SPEAKING AND LISTENING OPPORTUNITIES ACROSS THE CURRICULUM	LISTENING SKILLS	YEAR 5 To listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, e.g. participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the group.	YEAR 6 To make improvements based on constructive feedback on their listening skills.
	FOLLOWING INSTRUCTIONS	YEAR 5 To follow complex directions/multi-step instructions without the need for repetition.	YEAR 6 To follow complex directions/multi-step instructions without the need for repetition.
	ASKING & ANSWERING QUESTIONS	YEAR 5 To ask questions which deepen conversations and/or further their knowledge. To understand how to answer questions that require more detailed answers and justification.	YEAR 6 To regularly ask relevant questions to extend their understanding and knowledge. To articulate and justify answers with confidence in a range of situations.
	DRAMA, PERFORMANCE & CONFIDENCE	YEAR 5 To narrate stories with intonation and expression to add detail and excitement for the listener. To use feedback from peers and teachers (and from observing other speakers) to make improvements to performance.	YEAR 6 To participate confidently in a range of different performances, role play exercises and improvisations (including acting in role). To gain, maintain and monitor the interest of the listener(s).

		To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character.	To select and use appropriate registers for effective communication.
VOCABULARY BUILDING & STANDARD ENGLISH	YEAR 5 To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. To know and use language that is acceptable in formal and informal situations with increasing confidence. To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.	YEAR 6 To use relevant strategies to build their vocabulary. To use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose. To use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics. To speak audibly, fluently and with a full command of Standard English in all situations. To confidently explain the meaning of words and offer alternative synonyms.	
SPEAKING FOR A RANGE OF PURPOSES	YEAR 5 To plan and present information clearly with ambitious added detail and description for the listener. To participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate.	YEAR 6 To communicate confidently across a range of contexts and to a range of audiences. To articulate and justify arguments and opinions with confidence. To give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings. To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	

			To make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus.
	PARTICIPATING IN DISCUSSIONS	<p>YEAR 5 To develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole- class conversations.</p> <p>To engage in longer and sustained discussions about a range of topics.</p> <p>To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.</p>	<p>YEAR 6 To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence.</p> <p>To consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others.</p> <p>To offer an alternative explanation when other participant(s) do not understand.</p>