Year 5 and 6 Autumn 1- Cycle A

NC Grammar Objectives	Core Text:	Writing Genre

NC Grammar Objectives

Different ways to construct sentences

All
- ❖ I can use **brackets, dashes** or **commas** to indicate **parenthesis.**
- ❖ I can use structures suitable for **informal** speech and **formal** speech and writing.
- ❖ I can use multi-clause structures,
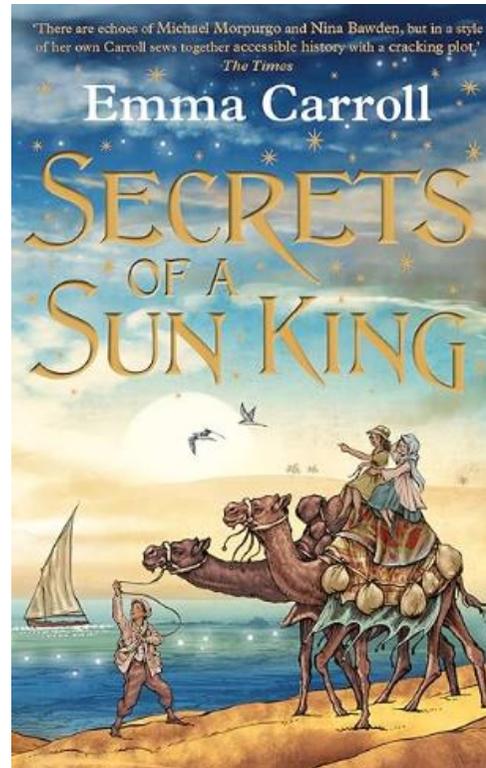 *e.g. pattern of three.*

Year 5
- ❖ I can use **brackets, dashes** or **commas** to indicate **parenthesis.**
- ❖ I can use structures suitable for **informal** speech and **formal** speech and writing.
- ❖ I can use multi-clause structures,
  e.g. pattern of three.

Year 6
- ❖ I can use semi-colons to mark the boundaries between independent clauses.
  e.g. It's raining; I'm fed up.
- ❖ I can use colons to mark the boundaries between independent clauses. *e.g. He had learnt two important lessons during the game: not to dive without being fouled and not to argue with the ref.*
- ❖ I can use dashes to mark the boundaries between independent clauses.
- ❖ I use brackets, dashes or commas to indicate parenthesis.
- ❖ I use structures suitable for informal speech and formal speech when speaking and writing.
- ❖ I use multi-clause structures,
  e.g. pattern of three.

Core Text:

'There are echoes of Michael Morpurgo and Nina Bawden, but in a style of her own Carroll sews together accessible history with a cracking plot.'
The Times

Emma Carroll

SECRETS OF A SUN KING

Writing Genre

Newspaper reports
- ❖ Developed introduction
- ❖ Paragraphs developed
- ❖ Subheadings used as an organisational device
- ❖ Formal language used throughout
- ❖ Eyes witness quotations which are succinct and emotive
- ❖ Conclusion – summing up and bring the story up to date e.g. Police are still investigating thoroughly for more answers.
- ❖ Include a byline – reporter's name and job title

Narrative – time lapse adventure
- ❖ Sequence of plot may be disrupted for effect e.g. a flashback · Opening and resolution shape the story
- ❖ Use of repetition for effect
- ❖ Paragraphs varied in length and structure
- ❖ Pronouns used to create suspense e.g. It crept into the woods
- ❖ Plan and write a 5 part story
- ❖ The story is well structured and raises intrigue
- ❖ Dialogue is used to move the action on
- ❖ Deliberate ambiguity is set up in the mid of the reader

Alan Peat Sentences	Randwick Requirements	Supporting Text:	Supporting Text:	Cross Curricular Links

Alan Peat Sentences

Year 5
- · If, if, if then
- · Object/person(a.k.a…)
- · Name- adjective pair-
- · Subject – 3 examples- are ll.

Year 6
- · If, if, if, then
- · Imagine 3 examples. · 3_ed (3 related adjectives)
- · 3 bad – (dash)question.
- · Emotion-consequence.
- · Some;others.

Randwick Requirements

Year 5
- ❖ I carefully from a range of sentence structures, e.g. short-simple sentences to create tension.

Year 6
- ❖ I use brackets, dashes or commas to indicate parenthesis.
- ❖ I use structures suitable for informal speech and formal speech when speaking and writing.

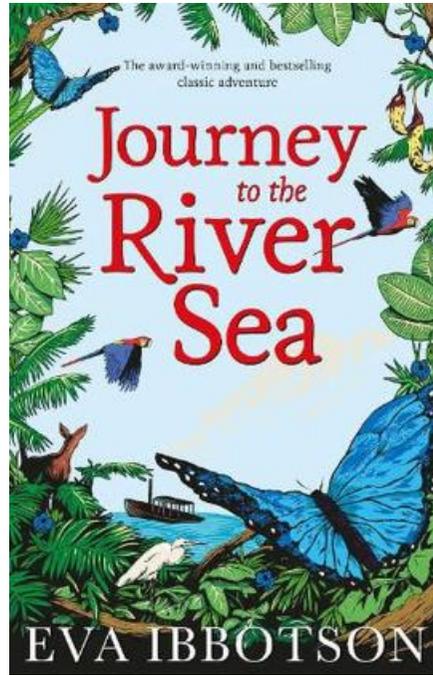| Year 5 and 6 Autumn 2 – Cycle A				
NC Grammar Objectives **Year 5** <u>Nouns and noun phrases</u> ❖ I use relative clauses beginning with *who, which, where, when, whose, that.* ❖ I use a wide range of synonyms= purposefully. ❖ I create noun phrases using hyphens, *e.g. man-eating-shark man eating shark* ❖ I use a range of **determiners** accurately. **Year 6** <u>Nouns and noun phrases</u> ❖ I use relative clauses beginning with *who, which, where, when, whose, that.* ❖ I use a wide range of synonyms= purposefully. ❖ I create noun phrases using hyphens, *e.g. man-eating-shark man eating shark*		**Core Text:** The award-winning and bestselling classic adventure Journey to the River Sea EVA IBBOTSON		**Writing Genre** **Narrative- Survival** ❖ Sequence of plot may be disrupted for effect e.g. a flashback · Opening and resolution shape the story ❖ Use of repetition for effect ❖ Paragraphs varied in length and structure ❖ Pronouns used to create suspense e.g. It crept into the woods ❖ Plan and write a 5 part story ❖ The story is well structured and raises intrigue ❖ Dialogue is used to move the action on ❖ Deliberate ambiguity is set up in the mid of the reader <u>Non-Chronological report – All about the Amazon Rainforest</u> **Year 5** ❖ Developed introduction and conclusion ❖ Description of the topic is technical and accurate ❖ Formal language used throughout ❖ Technical Vocabulary relevant to the subject (age appropriate) **Year 6** ❖ Well –constructed and answers all of the reader's questions ❖ Technical Vocabulary relevant to the subject (age appropriate)
Alan Peat Sentences **Year 5** ❖ Getting worse/getting better. **Year 6** ❖ NOUN, which/who /where	**Randwick Requirements** **Year 5** ❖ I use a wide range of synonyms purposefully. ❖ I can use relative clauses beginning with who, which, where, when, whose, that. **Year 6** ❖ I use relative clauses beginning with who, which, where, when, whose, that. ❖ I create noun phrases using hyphens.	**Supporting Text:**	**Supporting Text:**	**Cross Curricular Links**

NC Grammar Objectives

Year 5

Adverbials

- I use adverbs to indicate degrees of possibility,
  e.g. for example, perhaps, surely.
- I use adverbs/adverbials to help my writing flow within paragraphs,
  e.g. then, after that, this, firstly.
- I use adverbs/adverbials to help my writing flow across paragraphs – *including; time, place and number*

Year 6

Adverbials

- I use a wide range of adverbials to link ideas across paragraphs, *e.g. on the other hand, in contrast, as a consequence.*
- I use formal adverbs to help my writing flow in non-fiction texts, *e.g. especially, significantly, more importantly*

Core Text:
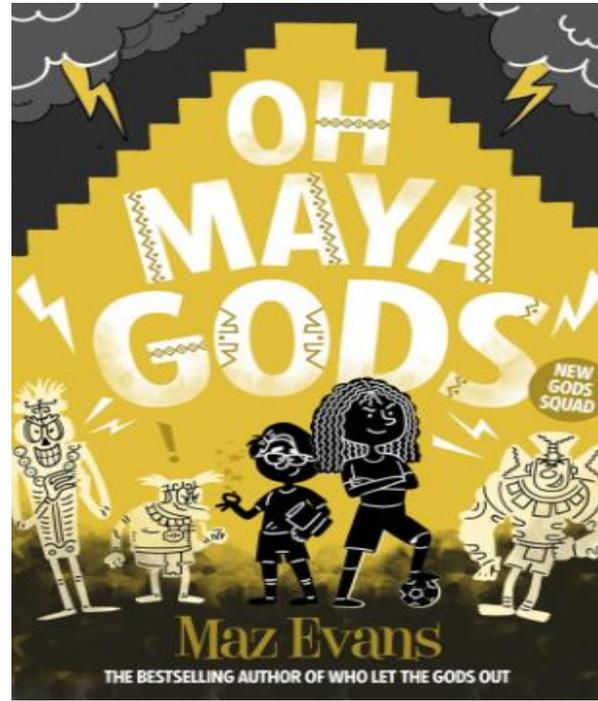
Writing Genre

Narrative – Mystery (Historical)

· Sequence of plot may be disrupted for effect e.g. a flashback · Opening and resolution shape the story
· Use of repetition for effect
· Paragraphs varied in length and structure
· Pronouns used to create suspense e.g. It crept into the woods
· Plan and write a 5 part story
· The story is well structured and raises intrigue
· Dialogue is used to move the action on
· Deliberate ambiguity is set up in the mid of the reader

Balanced Discussion

Introductory statement of the issue to be discussed
· Paragraphs to structure arguments one point at a time
· Maintain formal/ impersonal tone
· Appropriate use of cohesive devices (adverbials) Conclusion – a summary and maybe a recommendation
· Present Tense
· Technical Vocabulary relevant to the subject (age appropriate)

Alan Peat Sentences

Year 5

- If, if, if then
- Object/person(a.k.a..)
- Name- adjective pair-
- Subject – 3 examples- are ll.

Year 6

- Tell: show 3; examples.
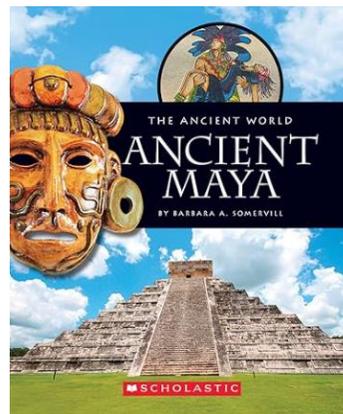 ❖ When;when;when;then

Randwick Requirements

Year 5

- I use adverbs/adverbials to help my writing flow within paragraphs.
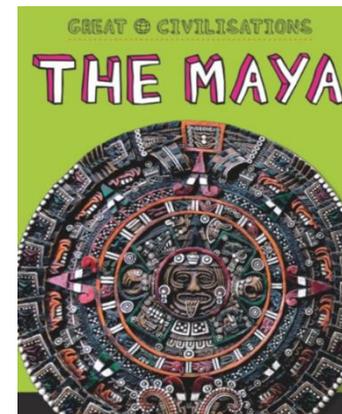- I use adverbs/adverbials to help my writing flow across paragraphs.

Year 6

- I use a wide range of adverbials to link ideas across paragraphs, e.g. on the other hand, in contrast, as a consequence.

Supporting Text:

Supporting Text:

Cross Curricular Links

History

Non-European society that provides contrasts with British history – Mayans

Key skills:

Understanding chronology
Investigate and interpret the past
Build an overview of world history
Communicate historically

NC Grammar Objectives

Termly focus: Verbs

All
I use the subjunctive form e.g. for speech writing – If I were to become head girl...
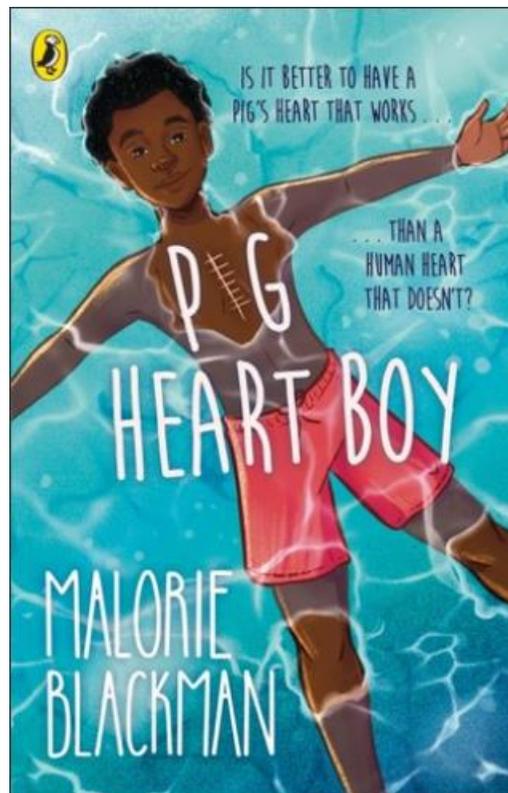- I change an active sentence to a passive sentence.

Year 5
- I identify and use modal verbs in my speech and writing, e.g. will, would, could, may, shall, should, must and ought.

- I choose verbs which are suitably formal or informal. They suit the context of my wiring. e.g. find out – discover; ask for – request; go in – enter.

Year 6
- I change an active sentence to a passive sentence.

- I choose to use the passive for effect. e.g. I broke the window in the greenhouse (active). The window in the greenhouse was broken by me (passive).

Core Text:

IS IT BETTER TO HAVE A PIG'S HEART THAT WORKS ...

... THAN A HUMAN HEART THAT DOESN'T?

PIG HEART BOY

MALORIE BLACKMAN

Writing Genre
Narrative - Dilemma
Year 5
Sequence of plot may be disrupted for effect e.g. a flashback
· Opening and resolution shape the story
· Use of repetition for effect
· Paragraphs varied in length and structure
· Pronouns used to create suspense e.g. It crept into the woods
· Plan and write a 5 part story

Year 6
The story is well structured and raises intrigue
· Dialogue is used to move the action on
· Deliberate ambiguity is set up in the mid of the reader

Explanation - How the circulatory system works
· Causal conjunctions (age appropriate)
· Diagrams to add/support information with labels
· Formal tone
· Conclusion linking back to the opening
· Glossary of technical vocabulary

Alan Peat Sentences
Year 5
Will not/will
Year 6
· Most important – in short.
· Deide(Description;det ails).
· Some;others.
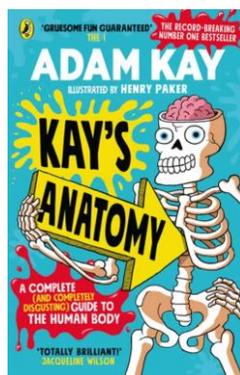· The question is:

Randwick Requirements
Year 5
· I identify and use modal verbs in my speech and writing.
· I change an active sentence to a passive sentence.
Year 6
· I change an active sentence to a passive sentence.
· I choose to use the passive for effect.

Supporting Text:

'GRUESOME FUN GUARANTEED' THE RECORD-BREAKING NUMBER ONE BESTSELLER

ADAM KAY
ILLUSTRATED BY HENRY PAKER

KAY'S ANATOMY

A COMPLETE (AND COMPLETELY DISGUSTING) GUIDE TO THE HUMAN BODY

'TOTALLY BRILLIANT!' JACQUELINE WILSON

Supporting Text:

Cross Curricular Links
Science – Animals including Humans Y6

Geography

NC Grammar Objectives

Termly Focus: Cohesion

All
- I can use adverbials of time to link ideas across paragraphs. Including: place – nearby, number – secondly, tense choices – he had seen her before.

Year 5
- I use a wide range of strategies to make my writing flow.e.g. adverbs, conjunctions, adverbials with different levels of formality, e.g. formal – on the other hand, in contrast, as a consequence.

Core Text:
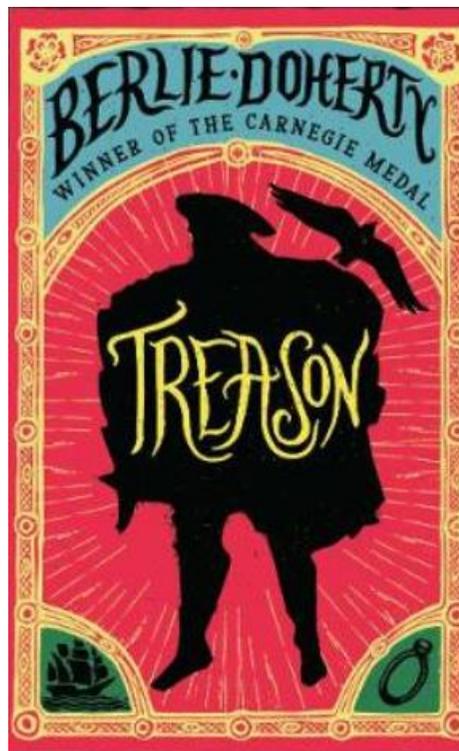
Writing Genre

Narrative – Historical Fiction

Year 5
Sequence of plot may be disrupted for effect e.g. a flashback
· Opening and resolution shape the story
· Use of repetition for effect
· Paragraphs varied in length and structure
· Pronouns used to create suspense e.g. It crept into the woods
· Plan and write a 5 part story

Year 6
The story is well structured and raises intrigue
· Dialogue is used to move the action on
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Discussion Text
· Introductory statement of the issue to be discussed
· Paragraphs to structure arguments one point at a time
· Maintain formal/ impersonal tone
· Appropriate use of cohesive devices (adverbials) Conclusion – a summary and maybe a recommendation
· Present Tense
· Technical Vocabulary relevant to the subject (age appropriate)

Alan Peat Sentences
Year 5
Recap a chosen sentence
Year 6
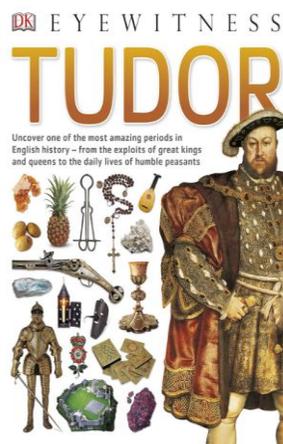Recap a chosen sentence

Randwick Requirements
Year 5
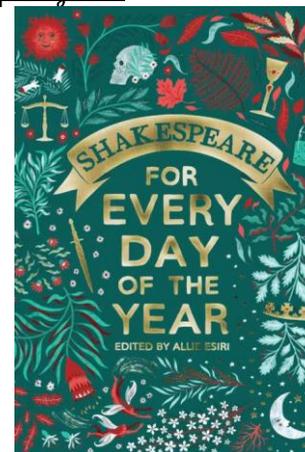• I use a wide range of strategies to make my writing flow.
Year 6
• I can use adverbials of time to link ideas across paragraphs. e.g. place – nearby, number – secondly, tense choices – he had seen her before.

Supporting Text:

Supporting Text:

Cross Curricular Links
Chronology focus – monarchs

Key skills:
Understanding chronology
Investigate and interpret the past
Build an overview of world history
Communicate historically

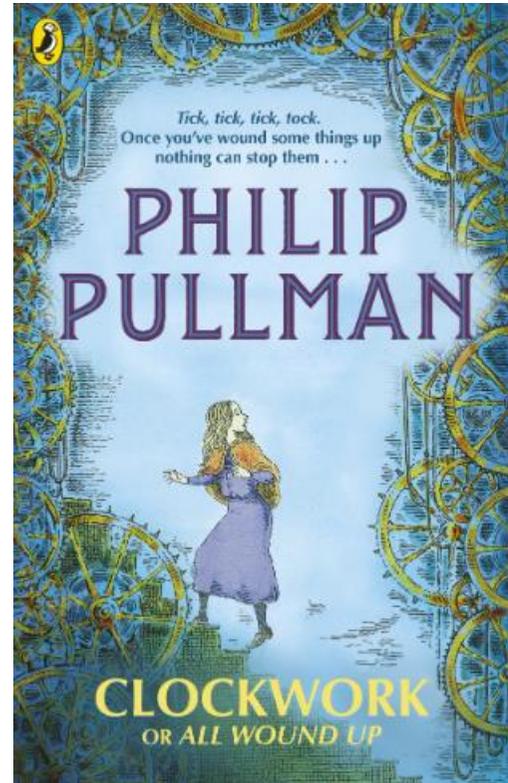| NC Grammar Objectives	Core Text:	Writing Genre

Termly Focus:
All
❖ I can use **dashes, brackets** and **commas** to mark **parenthesis.**
❖ I can use commas to list adverbials and clauses.
   e.g. If you're really sorry, if you really feel bad, if you really want to make it up to me, then prove it.
❖ I use semi-colons to divide items in a complex list, particularly if commas have already been used.
   e.g. I need large, juicy tomatoes; half a pound of unsalted butter; a kilo of fresh pasta, preferably fusilli and a jar of black olives.
 	
❖ <u>Year 5</u>
❖ I punctuate speech correctly, including the layout of **dialogue.**
❖ I use **colons** to formally introduce a list. e.g.
   Rather than – I like; bananas, apples and pears.
   I like the following fruits: bananas, apples and pears. .
 	
❖ <u>Year 6</u>
❖ I use semi-colons to link two closely related independent clauses.
❖ I use a colon to separate two independent clauses.
	Tick, tick, tick, tock.
	Once you've wound some things up
	nothing can stop them . . .
	
	PHILIP PULLMAN
	
	CLOCKWORK
	OR ALL WOUND UP
		Persuasive Leaflet
		❖ Personal Pronouns
		❖ One paragraph for each argument/point
		❖ Short sentence for emphasis e.g. This has to stop! Vote for change!
		❖ Emotive language throughout to engage the reader
		❖ Hyperbole (used to exaggerate, intensify and emphasise different points in your writing – it is not meant to be taken literally!) The décor is to die for! The NHS care was out of this world!
		❖ Conclusion …. to get people on side/agree
		❖ Use bold and capital letters to add emphasis Catchy names and slogans

Alan Peat Sentences	Randwick Requirements	Supporting Text:	Supporting Text:	Cross Curricular Links
Year 5 ❖ Tell; show 3; examples **Year 6**	**Year 5** ❖ I punctuate speech correctly, including the layout of dialogue. ❖ I use colons to formally introduce a list. **Year 6** ❖ I use dashes, brackets and commas to mark parenthesis. ❖ I use commas to list adverbials and clauses. ❖ I use semi-colons to divide items in a complex list, particularly if commas have already been used.			Geography Local study Field work Why do people choose to live in Randwick and Stroud?