

Year 5 and 6 Autumn 1- Cycle B

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.*

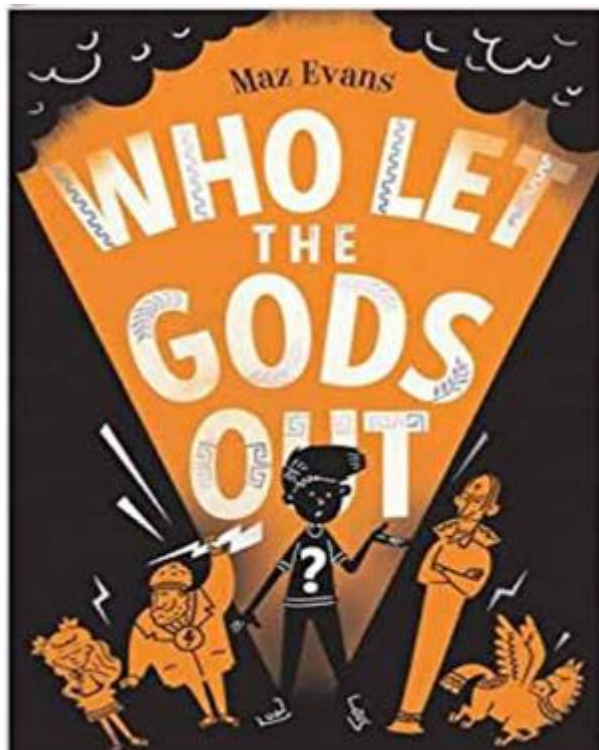
Year 5

- ❖ 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:



Writing Genre

Non – Chronological report

- ❖ Developed introduction and conclusion
- ❖ Description of the topic is technical and accurate
- ❖ Formal language used throughout
- ❖ Technical Vocabulary
- ❖ relevant to the subject (age appropriate)
- ❖ Well - constructed and answers all the reader's questions
- ❖ Technical Vocabulary relevant to the subject (age appropriate)

Narrative – 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

Year 5 + Year 6

- Name- adjective pair-
- Subject – 3 examples- are II.
- 3_ed (3 related adjectives)
- Some;others.

Randwick Requirements

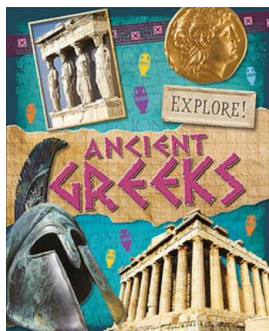
Year 5

- ❖ 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.

Supporting Text:



Supporting Text:

Cross Curricular Links

History - A study of Greek life and achievements and their influence on the western world

Year 5 and 6 Autumn 2- Cycle B

NC Grammar Objectives

Year 5

Nouns and noun phrases

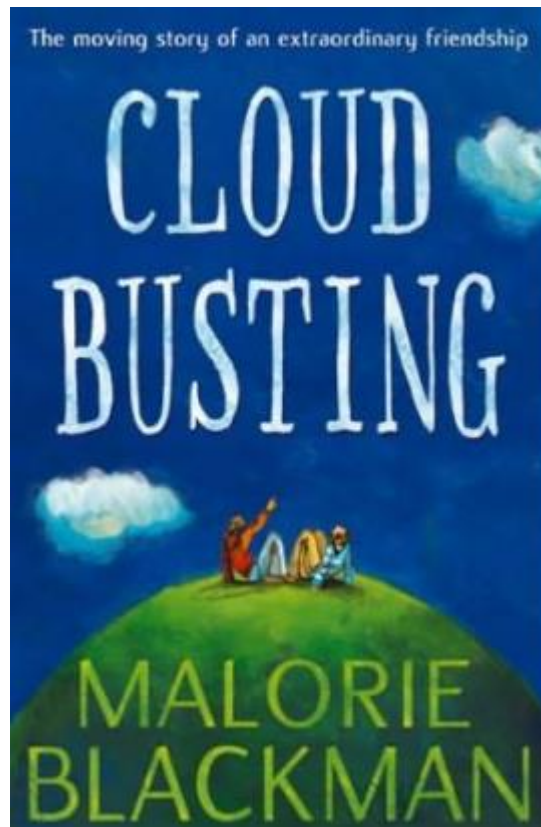
- ❖ I use relative clauses beginning with *who, which, where, when, whose, that*.
- ❖ I use a wide range of synonyms= purposefully.
- ❖ I create noun phrases using hyphens,
e.g. man-eating-shark man eating shark
- ❖ I use a range of **determiners** accurately.

Year 6

Nouns and noun phrases

- ❖ 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:



Writing Genre

Poetry - Narrative

- ❖ prepare poems and plays to read aloud and discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- ❖ draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- ❖ to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Persuasive writing

- ❖ 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

Narrative – suspense writing

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

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

PSHE

Geography

Year 5 and 6 Spring 1- Cycle B

NC Grammar Objectives

Year 5

Adverbials

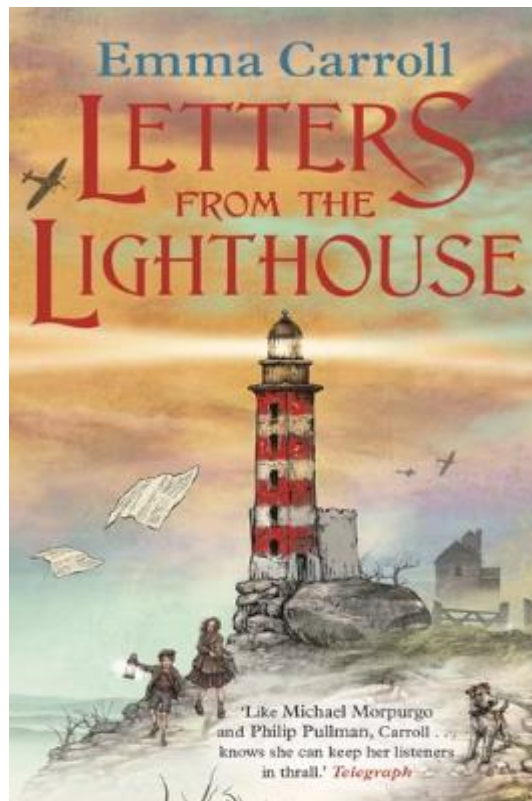
- I use adverbs to indicate degrees of possibility, e.g. *for example, perhaps, surely.*
- I use adverbs/adverbials to help my writing flow within paragraphs, e.g. *then, after that, this, firstly.*
- I use adverbs/adverbials to help my writing flow across paragraphs – *including: time, place and number*

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 – 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 mind of the reader

Diary Entry – Faction

- ❖ Developed introduction and conclusion
- ❖ Description of events are detailed and engaging
- ❖ Chronologically organised with clear signals about time, place and personal response
- ❖ Reveals the writer’s perspective
- ❖ Well-structured and answers the reader’s questions
- ❖ Writer understands the impact and thinks about the response to what is written

Alan Peat Sentences

Year 5

- If, if, if then
- Object/person(a.k.a...)

Year 6

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

Randwick Requirements

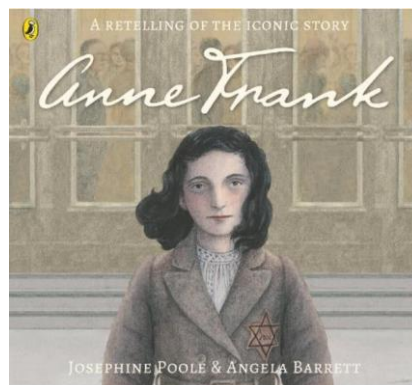
Year 5

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

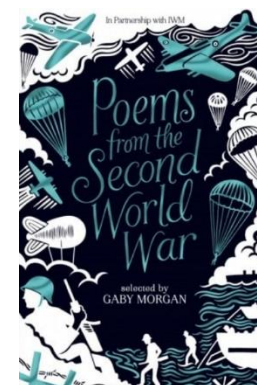
Year 6

- 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

A study of an aspect in British history that extends pupil’s chronology knowledge beyond 1066 – World War 2

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**.

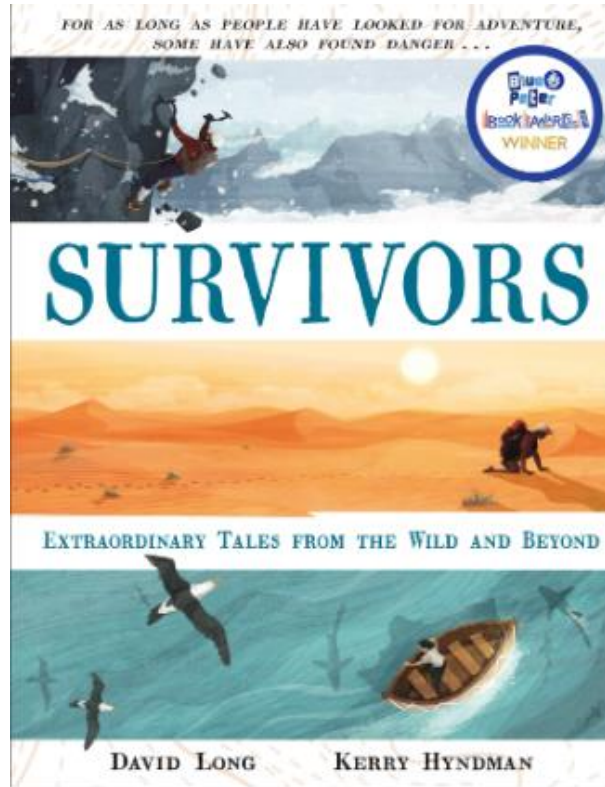
Year 5

- 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 writing, *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:



Writing Genre

Narrative – Survival
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

Poetry - Narrative

- ❖ prepare poems and plays to read aloud and discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- ❖ draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- ❖ to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Newspaper Report

- ❖ 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
- ❖ Headlines include puns

Alan Peat Sentences

Year 5

Will not/will

Year 6

- Most important – in short.
- De:de(Description:det ails).

Randwick Requirements

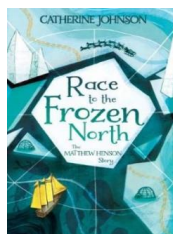
Year 5

- 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:



Supporting Media :



Cross Curricular Links

Geography - Antarctica – describe how locations around the world are changing and explain some reasons for the changes.

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 - adventure

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 mind of the reader

Biography

- ❖ Developed introduction and conclusion
- ❖ Description of events are detailed and engaging
- ❖ Chronologically organised with clear signals about time, place and personal response
- ❖ Reveals the writer's perspective
- ❖ Well-structured and answers the reader's questions
- ❖ Writer understands the impact and thinks about the response to what is written

Alan Peat Sentences

Year 5

Recap a chosen sentence

Year 6

Recap a chosen sentence

Randwick Requirements

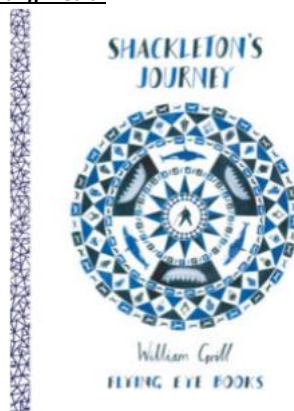
Year 5

- 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 Media:



Supporting Text:

Cross Curricular Links

Geography - Exploring Shackleton's Antarctica

Key skills:

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

Year 5 and 6 Summer 2- Cycle B

NC Grammar Objectives

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.

Year 5

- ❖ 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. .*

Year 6

- ❖ I use semi-colons to link two closely related independent clauses.
- ❖ I use a colon to separate two independent clauses.

Core Text:



Supporting Text:

Writing Genre

Narrative

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

Performance Poetry

- ❖ prepare poems and plays to read aloud and discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- ❖ draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- ❖ to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Alan Peat Sentences

Year 5

- ❖ Tell: show 3; examples

Year 6

Recap a chosen sentence

Randwick Requirements

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.

Supporting Text:

Supporting Text:

Cross Curricular Links

Local history study – Gloucester (Romans and Mercia)

	❖ I use semi-colons to divide items in a complex list, particularly if commas have already been used.			
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