



**Unit of Work:** Legends

**Term:** Autumn 1

**Length:** 3 weeks

**Writing outcome:** Plan and write a legend of their own based on a model & tell their story to an identified audience.

Y5 Reading Key Learning	Y6 Reading Key Learning	Y5 Writing Key Learning	Y6 Writing Key Learning
<ul style="list-style-type: none"> <li>Explore themes within and across texts e.g. heroism, friend or foe.</li> <li>Check that the text makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals.</li> <li>Explore meaning of words in context.</li> <li>Infer characters feelings, thoughts and motives from their actions and justifying inferences with evidence.</li> <li>Predict what might happen from information stated and implied.</li> <li>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise themes within and across texts eg hope, peace, fortune, survival.</li> <li>Demonstrate active reading strategies eg challenging peers with questions, justifying opinions, responding to different views.</li> <li>Listening to whole novels read aloud by the teacher from a range of authors, which they may not choose themselves.</li> <li>Explain the meaning of new vocabulary within the context of the text.</li> <li>Predict what might happen from information stated and implied.</li> <li>Expressing preferences about a wider range of books including modern fiction and fiction from our literary heritage.</li> <li>Using a reading journal to record on-going reflections and responses to reading.</li> <li>Inferring characters feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point:Evidence:Explanation.</li> <li>Participating in debates on issues related to reading.</li> </ul>	<ul style="list-style-type: none"> <li>Create and punctuate complex sentences using '-ed' openers.</li> <li>Identify the audience and purpose.</li> <li>Blending action, dialogue and description within and across paragraphs.</li> <li>Assessing the effectiveness of own and others' writing in relation to audience and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the subject and object of a sentence.</li> <li>Manipulate sentences to create particular effects.</li> <li>Introducing and developing characters through blending action, dialogue and description within sentences and paragraphs</li> <li>Drawing on similar writing models.</li> <li>Introducing and developing characters through blending action, dialogue and description within sentences and paragraphs.</li> <li>Reflecting upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.</li> </ul>

**Possible texts:**

- King Arthur
- Outlaw by Michael Morpurgo.
- Beowulf by Michael Morpurgo.
- Beowulf (Graphic Novel) by Gareth Hinds.
- The Fairies of Merlin's Craig - Storynory website ([here](#)).
- Finn McCool and the Giant's Causeway - Youtube ([here](#)).



**Cycle A English Year 5 & 6**

**Unit of Work:** Persuasion

**Term:** Autumn 1

**Length:** 3 weeks

**Writing outcome:** Persuasive Film/TV broadcast about a country within the British Isles/ A formal presentation.

Y5 Reading Key Learning	Y6 Reading Key Learning	Y5 Writing Key Learning	Y6 Writing Key Learning
<ul style="list-style-type: none"> <li>Analyse the conventions of different types of writing e.g. formal presentations, persuasion.</li> <li>Scanning for key words and text marking to locate key information.</li> <li>Distinguish between statements of fact or opinion within a text.</li> <li>Identifying how language, structure and presentation contribute to meaning e.g. persuasive speech.</li> <li>Explaining the effect on the reader of the authors' choice of language.</li> <li>Preparing formal presentation individually or in groups.</li> <li>Using notes to support presentation of information.</li> <li>Responding to questions generated by a presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between statements of fact or opinion across a range of texts.</li> <li>Scan for key information.</li> <li>Skim for gist.</li> <li>Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.</li> <li>Participate in discussions about books, building on their own ideas and others' ideas and challenging views courteously.</li> <li>Explain and discuss their understanding of what they have read, including through formal presentations and debates.</li> <li>Prepare formal presentation individually and in groups.</li> <li>Use notes to support presentation of information.</li> <li>Respond to questions generated by a presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Explore, collect and use modal verbs to indicate degrees of possibility e.g. might, could, shall, will, must.</li> <li>Select the appropriate language and structures for audience and purpose</li> <li>Note and develop ideas.</li> <li>Draw on reading and research.</li> <li>Select appropriate grammar and vocabulary.</li> <li>Suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. <i>on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.</i></li> <li>Punctuate <b>bullet points</b> consistently</li> <li>Explore and collect vocabulary typical of formal and informal speech and writing e.g. find out – discover, ask for – request, go in – request.</li> <li>Selecting the appropriate language and structures.</li> <li>Drawing on similar writing models, reading and research.</li> <li>Selecting <i>appropriate</i> vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.</li> <li>Using a range of planning approaches e.g. <i>storyboard, story mountain, discussion group, post-it notes, ICT story planning.</i></li> <li>Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. <i>rhetorical questions, direct address to the reader.</i></li> <li>Evaluate and improve performances of compositions focusing on:               <ul style="list-style-type: none"> <li>Intonation and volume.</li> <li>Gesture and movement.</li> <li>Audience engagement.</li> </ul> </li> </ul>

**Possible texts:**

- Junior Dragons' Den BBC Children in Need - Youtube (**here**).



**Cycle A English Year 5 & 6**

**Unit of Work:** Classic narrative poetry

**Term:** Autumn 1

**Length:** 2 weeks

**Outcome:** An oral performance of a poem **and** a new poem, or verse for a poem, based on a model

**Short writing opportunity:** Written response to the poem in another text type and form, e.g. *newspaper report, series of diary entries, letter of complaint, accident report, cartoon strip.*

Y5 Reading Key Learning	Y6 Reading Key Learning	Y5 Writing Key Learning	Y6 Writing Key Learning
<ul style="list-style-type: none"> <li>Prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.</li> <li>Discuss and evaluate how authors use language including figurative language, considering the impact on the reader.</li> <li>Explore, recognise and use the terms <i>metaphor, simile, imagery</i>.</li> <li>Explain the effect on the reader of the authors' choice of language.</li> </ul>	<ul style="list-style-type: none"> <li>Use etymology to help the pronunciation of new words e.g. chef, chalet, machine, brochure – French in origin.</li> <li>Explore, recognise and use the terms 'style' and 'effect'.</li> <li>Analysing the conventions of different types of writing e.g. use of dialogue to indicate geographical and/or historical settings for a story.</li> <li>Listen to, read and discuss an increasingly wide range of poetry.</li> <li><b><u>CHECK Y6 SKILLS</u></b></li> </ul>	<ul style="list-style-type: none"> <li>Create and punctuate sentences using simile starters.</li> <li>Select the appropriate language and structures.</li> <li>Use similar writing models</li> <li>Assess the effectiveness of own and others' writing in relation to audience and purpose.</li> <li>Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Explore and collect vocabulary typical of formal and informal speech and writing e.g. <i>find out – discover, ask for – request, go in – request.</i></li> <li>Find examples of where authors have broken conventions to achieve specific effects – e.g. <i>non-standard English for effect in monologues</i> - and using similar techniques in own writing.</li> <li>Identify audience and purpose.</li> <li>Choose appropriate text-form and type for all writing.</li> <li>Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.</li> <li>Evaluate, select and use a range of organisation and presentational devices for different purposes and audiences.</li> <li>Make conscious choices about techniques to engage the reader including appropriate tone and</li> </ul>

			<div><div></div><div></div></div> style e.g. rhetorical questions, direct address to the reader.
<div><div><b>Possible texts:</b></div><div><div><div></div><div>The Highwayman, Alfred Noyes</div></div><div><div></div><div>Timothy Winters by Charles Causley.</div></div><div><div></div><div>Chip the glasses and crack the plates, JRR Tolkien YouTube clip (<b>here</b>).</div></div><div><div></div><div></div></div></div></div>			