



## Year 5 and 6

### Two-year rolling programme of the teaching of English



In Years 5 and 6, we are preparing pupils to continue their learning after primary school and develop strategies to become life-long readers and writers. We want pupils to be creative and deep thinkers, effective communicators and to be able to build upon prior learning and apply it in new ways. It is our aim that our pupils are exposed to purposeful genres and text types that are relevant to them and that will allow them to communicate effectively in our modern world.


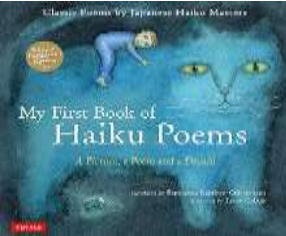


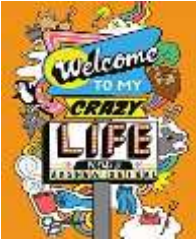


#### **Some ways we support pupils to be successful:**

- We focus on developing pupils' positive attitudes to reading by increasing their familiarity with a wide range of books and encouraging them to make connections between their reading and writing, sharing their opinions with their peers.
- We explore books written by a wide selection of authors who represent different voices and perspectives in the world.
- We provide pupils with opportunities to select a wide range of reading books and maintain a strong home-school reading link.
- We build strategies to develop creative thinkers and debaters, with staff creating purposeful opportunities for pupils to develop and share their writing.
- We discuss how authors have developed characters and settings in what pupils have read, listened to or seen performed.
- We aim to support pupils to progressively build a varied and rich vocabulary and an increasing range of sentence structures.
- We encourage all pupils to develop their own voice and build upon prior learning to apply it in new ways.
- We expose pupils to purposeful text types that are relevant to them and that will allow them to communicate effectively in our modern world.

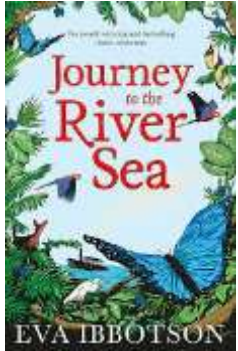


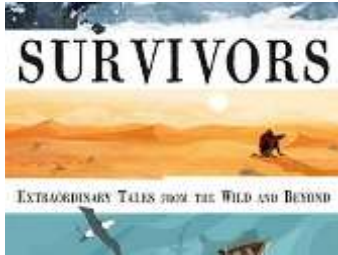


Examples of books to be covered in PSCE in Year 5 and 6





Y5/6	Main Text	Writing Genres	Link Reading	Themes	Poetry
<p><u>Year A Term 1</u></p> <p><u>Topic:</u></p> <p><u>Natural Disasters</u></p>		<p><u>Narrative- 5 weeks</u>            Character description            Setting description            Using speech to move a story forward or convey character            Write a narrative</p>	<p><u>Newspaper reports from Nagasaki</u></p>   	<p><u>We want the children to take away from this...</u>            Exploration &amp; Discovery            Loss            Friendship            Relationships (old &amp; young)            Nature &amp; Environment            Refuge/travel</p>	 <p><b>To perform</b>            Walking with My Iguana – Brian Moses</p> <p><b>To read</b>            Storm in a Rainforest – Sally Garland            Twas the night before Christmas - Clement Clarke Moore            Whispering Waves – National Poetry Library</p>
		<p><u>Poetry- 2 weeks</u>            Haiku's -Learn, perform, create  <a href="#">How to Write a Haiku – Kenn Nesbitt's Poetry4kids.com</a>  <a href="#">Haiku Poetry   Experiencing Life in 5-7-5 (haiku-poetry.org)</a></p>  <ul style="list-style-type: none"> <li>• Blackout poems</li> </ul>			<p><u>Cross-Curricular</u>            Geography - Earthquakes            Link to art- Houksai – The Great Wave and The Waterfall</p>
		<p><u>Choice -2 weeks</u>            To inform – non chronological report            To persuade – Michael writing to Kensuke  <u>Retrieval of skills</u></p> <ul style="list-style-type: none"> <li>• Conjunctions</li> <li>• Relative clauses</li> <li>• Passive voice</li> </ul>			



Y5/6	Main Text	Wrting Genres	Link Reading	Themes	Poetry
<p><u>Year A Term 2</u></p> <p><u>Topic:</u></p> <p><u>Rainforest</u></p>	  	<p><u>Narrative- 5 weeks</u>            Character description            Setting description            Using speech to move a story forward or convey character            Write a narrative through diary</p> <p><u>Poetry -2 weeks</u>            Poems based on 'Survivors' by David Long            John Capes – the survivor no one believed.            Onomatopoeia, metaphor and repetition.            Charge of the Light Brigade and 'The Late Commuter' as model texts for onomatopoeia and structure.</p> <p>Introduction to the non-fiction text as a hook</p> <p><u>Non-fiction- 2 weeks</u>            Literacy Shed – The men who shared a sandwich on the seabed</p> <p>Used as a hook to support writing a profile for the men involved.            Parenthesis and formal style.</p>	  	<p><u>We want the children to take away from this...</u>            Survival            Resilience            Battling against the odds            Freedom of expression            Growing up</p>	<p>Charge of the Light Brigade – Tennyson</p> <p>The Late Commuter – Patrick Winstanley  <a href="https://funny-poems.co.uk/types/onomatopoeia/">https://funny-poems.co.uk/types/onomatopoeia/</a></p> <hr/> <p><u>Cross-Curricular</u>            Orienteering link for yearly OAA unit</p> <hr/> <p>Geography – Retrieval of continents and oceans</p> <p>History – Key figures from history and chronology</p>
		<p><u>Choice 2 weeks</u>            Children to be given a choice on the theme of 'survival'.</p> <ul style="list-style-type: none"> <li>- Instructions for surviving in the wild</li> <li>- Non-chronological report about the Amazon</li> <li>- An opening for a survival story</li> </ul>		<p><u>We want the children to take away from this...</u>            Recognising true stories of wonder and amazement.            The importance of hard work and resilience.</p>	



Y5/6	Main Text	Writing Genres	Link Reading	Themes	Poetry
<p><u>Year A Term 3</u></p> <p><u>Topic:</u></p> <p><u>Vikings</u></p>		<p><u>Narrative- 2 weeks</u>            Character description            Setting description</p>		<p><u>We want the children to take away from this...</u>            Friendship and loyalty            Identity and heritage            An understanding of conflict and honour</p>	<p>Beowulf  <a href="#">Beowulf Poem</a>  <a href="#">Beowulf video</a></p> <p>Half-caste – John Agard  <a href="#">Half-caste</a>            (a poem about identity and heritage)</p>
		<p><u>Non-fiction- 4 weeks</u>            Travel guide/brochure persuading people to come to live in England (from Viking perspective)            Biography on a famous Viking figure.</p>			<p><u>Cross-Curricular</u></p> <p>Geography – Maps of England/Scotland to aide guide production.</p> <p>History – Viking unit to run alongside English unit.</p>
		<p><u>Choice- 2 weeks</u>            Writing to inform/record – Viking reporting on his new life in England</p> <ul style="list-style-type: none"> <li>- Letter</li> <li>- Diary</li> <li>- Postcard</li> </ul>		<p><u>We want the children to take away from this...</u>            A solid understanding of the Viking period and customs.            Exposure to poems from different cultures and in different styles than they are used to.</p>	