

MTP: English (L and L and 'other') – year 5 and 6, cycle A (2018-2019)

Term	Reading	Writing
<p>Autumn 1 Unit 1, year 5 Myths</p> <p>Instructions</p>	<p><u>Fiction</u> Children will:</p> <ul style="list-style-type: none"> • make connections between Prometheus and Pandora, other traditional tales and their own experiences. • Understand that different characters are more important to the plot at different points in the story. • Explore the narrator's point of view by looking at their description of character's actions and their emotive use of language <p><u>Non-fiction</u> Children will:</p> <ul style="list-style-type: none"> • Learn how instructions are organised to make them easy to follow. • Identify key features of instruction texts. • Consider the audience and purpose of different instruction texts. 	<p><u>Fiction</u></p> <ul style="list-style-type: none"> • To write a new ending for Prometheus and Pandora from Pandora's point of view, using ideas from the story and other traditional tales. <p><u>Non-fiction</u></p> <ul style="list-style-type: none"> • To write a clear set of instructions explaining how to make lemon sherbet.
<p>Autumn 2 Unit 2, year 5 A modern re-telling of a dilemma story</p> <p>Recounts</p>	<p><u>Fiction</u> Children will:</p> <ul style="list-style-type: none"> • Learn about the concept of a dilemma and engage with the dilemma in 'Bling' (a modern retelling of King Mydas myth) • Make links between their own experiences and stories they have read. • Explore how Billy's choices change the way he behaves towards other characters. <p><u>Non-fiction</u> Children will:</p> <ul style="list-style-type: none"> • Learn how a reporter's description of an 	<p><u>Fiction</u></p> <ul style="list-style-type: none"> • To write a diary entry in role as Billy, exploring the final events of the story. <p><u>Non-fiction</u></p> <ul style="list-style-type: none"> • To write a newspaper recount that is suitable for a younger reader.

	<p>event might not always be reliable.</p> <ul style="list-style-type: none"> • Learn how pejorative language can show the reader the point of view from which a newspaper recount is written. • Identify the key features of a newspaper article and discuss how these make a recount easier to follow. 	
<p>Spring 1 Unit 3, year 5 Poetic style</p> <p>Persuasive writing</p>	<p><u>Fiction</u> Children will</p> <ul style="list-style-type: none"> • Read a range of poems about the city and make connections with their own experiences and other poems they have read. • Explore how poets use language for effect. • Consolidate their understanding of poetic terms (rhyme, rhythm, alliteration, simile, metaphor, personification) • Perform a poem using expression to show understanding. <p><u>Non-fiction</u> Children will:</p> <ul style="list-style-type: none"> • Explore different forms of persuasive texts and consider when and why they are used. • Understand that persuasive writing has a clear purpose and intended audience. • Explore how opinions can be disguised as fact in order to persuade the reader. 	<p><u>Fiction</u> To write a poem about a classroom, building vivid images in the reader's mind.</p> <p><u>Non-fiction</u></p> <ul style="list-style-type: none"> • To write a presentation persuading people to consider my point of view about whether or not there should be a new football stadium.
<p>Spring 2 Unit 1, year 6 Legends</p>	<p><u>Fiction</u> Children will:</p> <ul style="list-style-type: none"> • Understand that legends can tell us useful and interesting things about the past • Make connections between Robin Hood, other legends they have read and their 	<p><u>Fiction</u></p> <ul style="list-style-type: none"> • To retell the story of Robin Hood as Sir Guy of Gisborne <p><u>Non-fiction</u></p> <ul style="list-style-type: none"> • To write a TV broadcast reporting on Maid Marian's wedding and deliver it to the class.

<p>Journalistic writing</p>	<p>own experiences</p> <ul style="list-style-type: none"> Identify how the author helps the reader to visualise the story by using vivid imagery, including metaphor Understand what the character's actions might reveal about their motivations <p><u>Non-fiction</u> Children will:</p> <ul style="list-style-type: none"> Read a range of journalistic writing and determine its purpose and audience Understand the importance of the 5 Ws - who?what?when?where?why? in journalistic writing and identify them in a range of articles Identify when journalistic writing is neutral or biased 	
<p>Summer 1 Unit 2, year 6 The power of imagery</p> <p>Arguments</p>	<p><u>Fiction</u> Children will:</p> <ul style="list-style-type: none"> Read a range of poems, and make connections with other poems they have read and their own experiences. Through exploration of 'Rabbit in Mixer Survives', by Roger Mcgough, understand that ballads or narrative poems tell a story and have a particular form Understand that imagery is created and enhanced in poetry using specific techniques: extended metaphor, personification, onomatopoeia and simile Develop their understanding of the plot of 'Rabbit in Mixer Survives' by retelling the story and selecting the most important events. <p><u>Non-fiction</u> Children will:</p> <ul style="list-style-type: none"> Understand the key features of 	<p><u>Fiction</u></p> <ul style="list-style-type: none"> To write a poem in free verse which describes a sea creature, using extended metaphor and personification <p><u>Non-fiction</u></p> <ul style="list-style-type: none"> To write an argument for a debate, persuading people to vote for the 'animal party'

	<p>argument texts and identify them</p> <ul style="list-style-type: none"> • Understand the importance of pejorative and emotive language in argument texts • Analyse arguments to decide which is the strongest and give reasons for their answers 	
<p>Summer 2 Unit 3, year 6 Fiction genres</p> <p>Formal/impersonal writing</p>	<p><u>Fiction</u> Children will:</p> <ul style="list-style-type: none"> • Think about the different genres of fiction writing. E.g: fantasy, horror, adventure • Focus on the genre of historical writing and look for details that Susan Price describes in Brashem's Tortoise to show that it is set in the 1930s • Empathise with the characters through drama and by learning more about the historical context of the story <p><u>Non-fiction</u> Children will:</p> <ul style="list-style-type: none"> • Read a range of formal/impersonal writing to find out more about keeping exotic pets • Understand the key features of formal/impersonal writing and identify them in texts • Identify the active and passive voice 	<p><u>Fiction</u></p> <ul style="list-style-type: none"> • To write a story in the genre of my choice, using powerful imagery to build a picture of the setting in the reader's mind <p><u>Non-fiction</u></p> <ul style="list-style-type: none"> • To plan and rehearse a role play based on an encounter between a customs officer and an exotic pet smuggler, with appropriate use of formal and informal language