

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

| Term  | Reading   | Writing  |
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| <p><b>Autumn 1</b><br/>Unit1 , year 5<br/>Fiction - write an ending for Prometheus and Pandora</p> <p>Non Fiction - to write a set of instructions</p>            | <p><b><u>Fiction</u></b><br/>Children will:</p> <ul style="list-style-type: none"> <li>• make connections between the myth <i>Prometheus and Pandora</i>, other traditional tales and their own experiences</li> <li>• understand that different characters are more important to the plot at different points in the story</li> <li>• explore the narrator's point of view by looking at their description of characters' actions and their use of emotive language</li> </ul> <p><b><u>Non-fiction</u></b><br/>Children will:</p> <ul style="list-style-type: none"> <li>• learn how instructions are organised to make them easy to follow</li> <li>• identify key features of instructions texts</li> <li>• consider the audience and purpose of different instruction texts</li> </ul> | <p><b><u>Fiction</u></b><br/>Children will:</p> <ul style="list-style-type: none"> <li>• Show the reader what Pandora is thinking and feeling through her actions</li> <li>• Build suspense and vivid descriptions using interesting synonyms to engage the reader in Pandora's dilemma.</li> <li>• Write in the first person and past tense to show the reader that I am narrating from Pandora's point of view</li> <li>• Include conjunctions and adverbs to build cohesion within a paragraph</li> </ul> <p><b><u>Non-fiction</u></b><br/>Children will:</p> <ul style="list-style-type: none"> <li>• Include all the important information from my notes about how to make lemon sherbet</li> <li>• Learn to write clear and accurately so the reader can make sherbet successfully</li> <li>• Learn to write instructions that are easy to follow</li> <li>• Include adverbs of time to link ideas within the instructions.</li> </ul> |
| <p><b>Autumn 2</b><br/>Unit 2 , year 5<br/>Fiction - to write a diary entry as Chinichanga</p> <p>Non Fiction - write a newspaper suitable for a young reader</p> | <p><b><u>Fiction</u></b><br/>Children will:</p> <ul style="list-style-type: none"> <li>• Learn about the concept of a dilemma, and engage with the dilemma in <i>Bling!</i></li> <li>• Make links between their own experiences and stories they have read</li> <li>• Explore how Billy choices change the way he behaves towards other characters</li> </ul> <p><b><u>Non-Fiction</u></b><br/>Children will:</p>   | <p><b><u>Fiction</u></b><br/>Children will:</p> <ul style="list-style-type: none"> <li>• Explore Chimichanga's feelings towards the dilemma</li> <li>• Use interesting synonyms and adjectival phrases to build vivid description</li> <li>• Build suspense as Chimichanga waits for Billy's final decision</li> <li>• Use interesting comparisons to engage the reader in my descriptions</li> <li>• Include the first person and past tense</li> </ul>   |

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|   | <ul style="list-style-type: none"> <li>• Learn how a reporter's description of an event might not always be reliable</li> <li>• Learn how pejorative language can show the reader the point of view from which a newspaper recount is written</li> <li>• Identify the key features of a newspaper article and discuss how these make a recount easier to follow</li> </ul>  | <ul style="list-style-type: none"> <li>• Include relative clauses with 'which' 'or' 'where' to add information</li> </ul> <p><b><u>Non-fiction</u></b><br/>Children will write a newspaper that is:</p> <ul style="list-style-type: none"> <li>• Easy to follow because I have used organisational features of newspapers</li> <li>• Has details about the event and quotes from eye-witness accounts, to engage the reader's interest</li> <li>• Ensures that the reader feels informed of all the key facts</li> <li>• Is written in an informal style for young readers</li> <li>• Includes relative clauses to provide extra information.</li> </ul>   |
| <p><b>Spring 1</b><br/>Unit , year<br/>Fiction - to write a poem about a classroom</p> <p>Non Fiction - to write a presentation about whether or not there should be a football stadium</p> | <p><b><u>Fiction</u></b><br/>Children will:</p> <ul style="list-style-type: none"> <li>• Read a range of poems about the city and make connections with their own experiences and other poems they have read</li> <li>• Explore how poets use language for effect</li> <li>• Consolidate their understanding of poetic terms</li> <li>• Perform a poem using expression to show understanding</li> </ul> <p><b><u>Non-fiction</u></b><br/>Children will:</p> <ul style="list-style-type: none"> <li>• Explore different forms of persuasive texts and consider when and why they are used</li> <li>• Understand that persuasive writing has a clear purpose and intended audience</li> <li>• Explore how opinions can be disguised as fact in order to persuade the reader</li> </ul> | <p><b><u>Fiction</u></b><br/>Children will write a poem:</p> <ul style="list-style-type: none"> <li>• Using personification</li> <li>• That has vivid images, created using simile, metaphor and interesting synonyms</li> <li>• Use poetic techniques</li> <li>• Write in free verse</li> <li>• Use commas to show the reader where to pause</li> </ul> <p><b><u>Non-fiction</u></b><br/>Children will:</p> <ul style="list-style-type: none"> <li>• Use ideas from my email and advert to put forward an argument about whether or not the stadium should be built</li> <li>• Put my ideas across in a powerful and memorable way to persuade my reader</li> <li>• Use particular phrases to engage the reader's attention</li> <li>• Include modal verbs, to show the possibility of something happening as a way to persuade my reader.</li> </ul> |
| <p><b>Spring 2</b></p>  | <p><b><u>Fiction</u></b></p>  | <p><b><u>Fiction</u></b></p>   |

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| <p>Unit 4 , year 5<br/>Fiction - To write a new episode for This is not a fairy tale</p> <p>Non Fiction - write a biography about Anthony Horowitz</p> | <p>Children will:</p> <ul style="list-style-type: none"> <li>• Make links between stories by Jeremy Strong and their own experiences</li> <li>• Explore Jeremy Strong's style and techniques</li> <li>• Understand that the narrator has a point of view, and that this is revealed by the way the narrator describes the characters</li> </ul> <p><b><u>Non-fiction</u></b><br/>Children will:</p> <ul style="list-style-type: none"> <li>• Decide what they would like to know about Jeremy Strong before they read his biography and autobiography</li> <li>• Explore how the biography and autobiography give different insights into Jeremy Strong's life</li> <li>• Discover how different types of biographical texts are organised to make it easy for readers to find information</li> </ul> | <p>Children will:</p> <ul style="list-style-type: none"> <li>• Use what I know about Ramona to show how she acts</li> <li>• Has dialogue to move the story on and give new information about Ramona's feelings and hopes</li> <li>• Has jokes written in the style of Jeremy Strong</li> <li>• Include parenthesis</li> <li>• Use inverted commas to show the reader when a character is talking</li> </ul> <p><b><u>Non-fiction</u></b><br/>Children will:</p> <ul style="list-style-type: none"> <li>• Use information from the notes I made</li> <li>• Include information that will interest readers of Anthony Horowitz</li> <li>• Use organisational features to make the biography easy to follow and engage my readers</li> <li>• Include adverbs and adverbials of time, so readers know when things happened.</li> </ul>                   |
| <p><b>Summer 1</b><br/>Fiction - to write an adventure for Mai-Ling</p> <p>Non Fiction - write a non-chronological report</p>                          | <p><b><u>Fiction</u></b><br/>Children will:</p> <ul style="list-style-type: none"> <li>• Connect the story with their own experiences and previous reading</li> <li>• Understand the story's cultural and geographical context and use this to help to visualise the setting</li> <li>• Explore the obstacles that the main character has to overcome</li> <li>• Understand how a character's own self-image can differ from the perceptions of other characters and the reader</li> </ul> <p><b><u>Non-fiction</u></b><br/>Children will:</p> <ul style="list-style-type: none"> <li>• Read non-chronological texts to find out more information about ogres</li> <li>• Identify the key features of non-chronological texts and look at how they</li> </ul>   | <p><b><u>Fiction</u></b><br/>Children will:</p> <ul style="list-style-type: none"> <li>• Include an introduction, a build-up, a dilemma, suspense and a solution</li> <li>• Uses carefully-chosen language to describe Mai-Ling and her adventure to build in the reader's mind exactly the image I am thinking of</li> <li>• Include some interesting details about Chinese customs, food or clothing so my reader can visualise the setting of the story.</li> <li>• Include the first person and the past tense</li> <li>• Include adverbs and adverbials of time to create pace and drama</li> </ul> <p><b><u>Non-fiction</u></b><br/>Children will:</p> <ul style="list-style-type: none"> <li>• Include facts and information from my notes that will engage the reader</li> <li>• Lay out information with organisational features</li> </ul> |

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|  | <p>are structured to help the reader find information</p> <ul style="list-style-type: none"> <li>Understand how non-chronological texts can be altered to suit different audiences and purposes</li> </ul>  | <p>that make it easy for my reader to find information they want</p> <ul style="list-style-type: none"> <li>Include detail that I think the reader will find interesting</li> <li>Write in the third person and the present tense</li> <li>Include adverbs and adverbials that show why things happen.</li> </ul>  |
| <p><b>Summer 2</b><br/>Unit 6 , year 5<br/>Fiction -<br/>To create a new scene for a play</p> <p>Non Fiction - to write a discussion about junk food</p> | <p><b>Fiction</b><br/>Children will:</p> <ul style="list-style-type: none"> <li>Explore characters' motivations and thoughts using implicit and explicit information from Father's day</li> <li>Explore the importance of specific characters and moments</li> <li>Understand that scripts are written for different purposes and have different degrees of formality</li> </ul> <p><b>Non-fiction</b><br/>Children will:</p> <ul style="list-style-type: none"> <li>Learn about the terms balanced, bias, personal and impersonal and how to recognise them in issue-based texts</li> <li>Identify the conventions of oral and written debates</li> <li>Learn about the purpose of a transcript</li> <li>Discuss the effectiveness of a transcript for a live studio debate</li> </ul> | <p><b>Fiction</b></p> <ul style="list-style-type: none"> <li>Use play script conventions</li> <li>Show what the characters are thinking and feeling through their actions</li> <li>Build characters that are interesting and convincing for the readers, by thinking carefully about how they should speak.</li> <li>Include formal or informal dialogue for the character's depending on the situation.</li> </ul> <p><b>Non-fiction</b></p> <ul style="list-style-type: none"> <li>Write a balanced discussion text</li> <li>Summarise the debate in a final paragraph</li> <li>Include adverbs and adverbials that help to contrast the two ideas</li> <li>Write in formal, impersonal style to show my reader it is a balanced text, not my own opinions.</li> </ul> |