

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

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

	<ul style="list-style-type: none"> Learn how a reporter's description of an event might not always be reliable 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 	<ul style="list-style-type: none"> Include relative clauses with 'which' 'or' 'where' to add information <p><u>Non-fiction</u> Children will write a newspaper that is:</p> <ul style="list-style-type: none"> Easy to follow because I have used organisational features of newspapers Has details about the event and quotes from eye-witness accounts, to engage the reader's interest Ensures that the reader feels informed of all the key facts Is written in an informal style for young readers Includes relative clauses to provide extra information.
<p>Spring 1 Unit , year 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><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 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> Children will write a poem:</p> <ul style="list-style-type: none"> Using personification That has vivid images, created using simile, metaphor and interesting synonyms Use poetic techniques Write in free verse Use commas to show the reader where to pause <p><u>Non-fiction</u> Children will:</p> <ul style="list-style-type: none"> Use ideas from my email and advert to put forward an argument about whether or not the stadium should be built Put my ideas across in a powerful and memorable way to persuade my reader Use particular phrases to engage the reader's attention Include modal verbs, to show the possibility of something happening as a way to persuade my reader.
Spring 2	<u>Fiction</u>	<u>Fiction</u>

<p>Unit 4 , year 5 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"> • Make links between stories by Jeremy Strong and their own experiences • Explore Jeremy Strong's style and techniques • Understand that the narrator has a point of view, and that this is revealed by the way the narrator describes the characters <p><u>Non-fiction</u> Children will:</p> <ul style="list-style-type: none"> • Decide what they would like to know about Jeremy Strong before they read his biography and autobiography • Explore how the biography and autobiography give different insights into Jeremy Strong's life • Discover how different types of biographical texts are organised to make it easy for readers to find information 	<p>Children will:</p> <ul style="list-style-type: none"> • Use what I know about Ramona to show how she acts • Has dialogue to move the story on and give new information about Ramona's feelings and hopes • Has jokes written in the style of Jeremy Strong • Include parenthesis • Use inverted commas to show the reader when a character is talking <p><u>Non-fiction</u> Children will:</p> <ul style="list-style-type: none"> • Use information from the notes I made • Include information that will interest readers of Anthony Horowitz • Use organisational features to make the biography easy to follow and engage my readers • Include adverbs and adverbials of time, so readers know when things happened.
<p>Summer 1 Fiction - to write an adventure for Mai-Ling</p> <p>Non Fiction - write a non-chronological report</p>	<p><u>Fiction</u> Children will:</p> <ul style="list-style-type: none"> • Connect the story with their own experiences and previous reading • Understand the story's cultural and geographical context and use this to help to visualise the setting • Explore the obstacles that the main character has to overcome • Understand how a character's own self-image can differ from the perceptions of other characters and the reader <p><u>Non-fiction</u> Children will:</p> <ul style="list-style-type: none"> • Read non-chronological texts to find out more information about ogres • Identify the key features of non-chronological texts and look at how they 	<p><u>Fiction</u> Children will:</p> <ul style="list-style-type: none"> • Include an introduction, a build-up, a dilemma, suspense and a solution • 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 • Include some interesting details about Chinese customs, food or clothing so my reader can visualise the setting of the story. • Include the first person and the past tense • Include adverbs and adverbials of time to create pace and drama <p><u>Non-fiction</u> Children will:</p> <ul style="list-style-type: none"> • Include facts and information from my notes that will engage the reader • Lay out information with organisational features

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