



Yearly Overview: 2022 – 2023

Year 5 and 6

Autumn Term

Autumn 1 – 7 Weeks Autumn 2 – 8 Weeks

Term	Text	Genre	Writer's Tricks	Grammar – Explicitly Taught	Suggestion for Innovation	Independent Application	Cross-Curricular Links
Aut 1 (4 weeks)	Thor's Wedding	Losing Story	<p>Characterisation toolkit</p> <p><i>Drop in a few details to suggest character</i></p> <p><i>Show (not tell) how characters feel by what they do, think or say</i></p> <p><i>Reveal a character's thoughts</i></p> <p><i>Link the way a character feels with their actions</i></p> <p><i>Use other character's (or the narrator's) comments or reactions</i></p> <p><i>Use contrasting main characters & show how a character feels on the inside whilst pretending something else</i></p> <p><i>Show character development – how they feel at the start and end of a story</i></p>	<p>Revision of full stops, capital letters for identified proper nouns</p> <p>Semi-colons and how to use them to join two linked clauses</p>	Different god losing their special object	Character loses precious object and gets it back	
Aut 1 (3 weeks)	Diary- recount of Viking raid	Recount	<p>Recount writing</p> <p><i>Include the date and or time that the entry was written</i></p> <p><i>Write in the first person</i></p> <p><i>Use past tense for main events</i></p> <p><i>Tell events in chronological order</i></p> <p><i>Include personal feelings and emotions</i></p> <p><i>Use paragraphs to organise my writing</i></p> <p><i>Use an informal style</i></p> <p><i>Rhetorical question</i></p>	<p>Phrases & clauses and the difference between them</p> <p>Present/Past perfect tense and when to use them properly</p>	Diary from the point of view of a different Viking	Diary from the point of view of a monk	History – Anglo Saxon s and Vikings
Aut 2 (4 weeks)	Harry Potter and the Chamber of Secrets	Defeating the Monster story	<p>Action toolkit</p> <p><i>Use a character's reaction or the author's comments to show the effect of a description</i></p> <p><i>Mirror the character's feelings through the setting</i></p>	<p>Parenthesis and using them to add extra information</p> <p>Co-ordinating conjunctions and how to use them to join clauses</p>	Different monster / characters in similar setting	Defeating the monster in a different setting	

			<p><i>Push for vocabulary that powerfully connects to the desired mood and feeling –</i></p> <p><i>Use speech to advance the action and show emotion</i></p> <p><i>Use repetition to build tension whilst advancing the action –</i></p> <p><i>Explore the ways different characters react to a situation</i></p>				
Aut 2 (3 weeks)	How Cats work	Explanation text	<p>Explanation toolkit</p> <p><i>Cause and effect connectives</i></p> <p><i>Complex sentences to combine information</i></p> <p><i>Use of provisional statements with words and phrases like usually..., seem to be..., tend to...,</i></p> <p><i>Opinions as well as facts</i></p> <p><i>Technical vocabulary to add precision e.g. spine, compression, glucose</i></p> <p><i>Sentences with lists of three</i></p> <p><i>Active and passive voices</i></p>	Using commas to provide a break in sentences to avoid comma splicing Determiners and how to spot/use them correctly.	How a different animal works	How a scientific process works	Science

Spring 1 – 6 Weeks Spring 2 – 5 Weeks

Term	Text	Genre	Writer's Tricks	Grammar – Explicitly Taught	Suggestion for Innovation	Independent Application	Cross-Curricular Links
Spr 1 (4 weeks)	Alma	Tale of Fear	<p>Suspense toolkit</p> <ul style="list-style-type: none"> -Use <i>an abandoned setting or lull the reader with a cosy setting</i> - <i>Personify the setting to make it sound dangerous</i> - <i>Use the weather to create atmosphere</i> - <i>Make your character hear, see, touch, smell or sense something ominous</i> -<i>Suggest something is about to happen</i> - <i>Reveal the character's thoughts</i> - <i>Slow the action by using sentences of three and drop in clauses</i> 	<p>Subordinating conjunctions and how to use them</p> <p>Adverbials and adverbs and how to use them to and details</p>	Different shop / toy	Different setting (e.g. museum, theme park)	
Spr 1 (2 weeks)	Report about monsters	Non-chronological report	<p>Report toolkit</p> <p><i>Use of provisional statements with words and phrases like usually..., seem to be..., tend to..., Opinions as well as facts e.g. Some people still believe that... It used to be thought that... Technical vocabulary to add precision e.g. spine, compression, glucose</i></p> <p><i>References to sources of evidence to add authority e.g. Most people now believe..., However, last year, a new variety was discovered...</i></p>	<p>Synonyms/Antonyms and spotting them</p> <p>Prepositions and how to use them</p> <p>Colons- introducing lists</p> <p>Bullet points and how to use them in non fiction text</p>	Non chronological report on dinosaurs / fashion designer / sport	Non chronological report on own imaginary country	

Spr 2 (3 weeks)	The Greatest Showman	Persuasion	<p>Persuasion toolkit</p> <p><i>Begin with a hook to attract reader</i></p> <p><i>Follow this with enticing attractions</i></p> <p><i>Include key information</i></p> <p><i>Round off with a slogan to seal the deal</i></p> <p><i>Rhetorical questions</i></p> <p><i>Bossy verbs</i></p> <p><i>Use sentences of three</i></p>	<p>Dashes and how they can be used as markers for parenthesis</p> <p>Active/Passive voice and how to identify verb/object/subject</p>	<p>Persuasive text advert for Ilkeston Fayre</p>	<p>Write persuasive advert for a theme park encouraging people to visit</p>	<p>DT- design & build theme park ride</p>
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Sum 1	Macbeth	Retelling-character flaw story	Dialogue toolkit <i>Have characters discuss other characters and reflect on events</i> <i>Add to the speech sandwich by adding in the listener's reaction</i> <i>Add in some action before character B replies</i> <i>Put the speaker before or after what is said or in between,</i> <i>Explore a variety of formal and informal techniques to develop a character's voice, such as apostrophes for omission and question tags –</i>	Revise content from teacher assessment framework to ensure coverage for assessed writing	Retell Macbeth but change setting	Own character flaw story, different character / different setting	
Sum 1	Macbeth	Letter	Formal writing recount toolkit <i>Embedded and relative clauses</i> <i>First person</i> <i>Cohesive devices across sentences and paragraphs</i> <i>Formal</i> <i>Subjunctive mood: If I were you...</i> <i>Modal verbs</i>	Revise content from teacher assessment framework to ensure coverage for assessed writing	Retell Macbeth letter to Lady Macbeth	Retell events of our own character flaw story in a letter	
Sum 2	Newspaper report on Darwin's theory of evolution	Newspaper	Newspaper writing toolkit-non-fiction recount <i>Headline which uses pun, rhyme or alliteration</i> <i>Subtitles giving additional information</i> <i>5 W's answered in text</i> <i>Information in order of importance</i>	Revise content from teacher assessment framework to ensure coverage for assessed writing	Newspaper report on fossil finds	Newspaper report on finding their own fossil or other treasure	Science-evolution and inheritance

			<i>Pictures with captions</i> <i>Written in 3rd person,</i> <i>past/present/future tense as</i> <i>appropriate</i> <i>Direct and reported speech</i> <i>for quotes</i> <i>Formal language</i>				
Sum 2	Science investigation write up	Science investigation	Science recount toolkit <i>Use a range of time connectives and conjunctions to sequence sentences first, after that, when, but, then, so, or, because etc.</i> <i>Use technical vocabulary for accuracy</i> <i>Choose adjectives and similes to add detail and precision</i> <i>Add information using who/which clauses</i> <i>Use sentences of different types and lengths to vary the pace, combine information, create emphasis, sentences with 'drop-in' phrases and clauses</i> <i>Active and passive voices: Conditional and hypothetical (if...then)</i> <i>Questions and exclamations</i>	Revise content from teacher assessment framework to ensure coverage for assessed writing	Write investigation report on different investigation	Write investigation report on different investigation	Science-evolution and inheritance