

## Year 5 and 6 Learners

### Approach

In English lessons, children are taught speaking, listening, reading and writing skills through studying a variety of styles of writing (genres). Teachers follow the Teaching Sequence for Writing, which means that children will firstly be taught to read and understand the text, then practise the skills of the style of writing (including grammar) and apply into their own writing.

The Primary National Curriculum statements will be taught through the modules below.

### Y6 English Coverage

The year 5 English curriculum consists of the following fiction and non-fiction modules across the school year:

Fiction units include: poetry and narrative including Classic Fiction and Myths and Legends

Non Fiction units include: Recounts, Reports, Explanation texts, Persuasion and Discussion texts.

Throughout the **Autumn Term** the children will work through the following modules:

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- **Slam Poetry**
  - Throughout this unit children will hear, read, and experience performance poetry, both on paper and in actual performance. They explore the contribution made by the performance element. They then write, rehearse and present their own performance poem.
- **Narrative**
  - This unit will focus on the work of Rudyard Kipling from his Just So Stories.
  - During this unit the children widen their experience of older literature by reading various texts and watching extracts of classic TV/film adaptations.
  - After investigating a selection of stories the children will then discuss, analyse and compare Rudyard Kipling's style.
  - The children will then adapt Kipling's style in order to write their own Just So Story.
- **Recount**
  - This unit is will be linked to our Science topic of Earth and Space
  - Children will begin the unit by discussing the purpose, style and content of a range of recounts.
  - We will then focus specifically on the language features and structure of diary recounts using 'UFO Story' by Satoshi Kitamura as inspiration.
  - The final outcome of the unit will be a diary entry written from the perspective of an alien who has just landed on Earth.



- **Report writing**
  - Through this unit children will learn to ask relevant questions based on a story and show empathy with characters in story.
  - They will read and discuss newspaper articles identifying the features and comparing formal and informal report writing.
  - They will compare the features of direct and reported speech
  - The final outcome of the unit will be to write a formal newspaper report using reported speech and formal language.
- **Explanations**
  - Through this unit children will identify and compare the features of instruction and explanation texts and use these to collect their own information.
  - They will then write their own formal explanation text and information (instructions for use) guide for their own invention.

Throughout the **Spring Term** the children will work through the following modules:  
**National book week**

**Discussion**

**Persuasion**

**Poetry**

**Narrative**

Throughout the **Summer Term** the children will work through the following modules:  
**Diversity week writing**

**Poetry**

**Discussion and Debate**

**Persuasion**

**Suggested key poets/authors for children in Year 5 and 6 are as follows:**

**Traditional Tales Key Texts:**

Sir Galwain and the Loathly Lady, Selina Hastings

Don Quixote, Marcia Williams

Arthur: The Seeing Stone, Kevin Crossley-Holland

**Further suggestions**

Beowulf – K. Crossley-Holland

The Story of Robin Hood – R. Leeson

Arthur, High King of Britain – Michael Morpurgo



The Tale of Tales – Tony Mitton  
Myths and Legends – Anthony Horowitz  
Arion and the Dolphin – Vikram Seth  
Just So Stories – Rudyard Kipling

**Suspense and Mystery Key Texts:**

Snow horse and other stories – Joan Aiken  
Snaggletooth's mystery – Gene Kemp  
Shock forest and other stories – Margaret Mahy  
Room 13 – Robert Swindells  
The London Eye Mystery – Siobhan Dowd  
No Such Thing as Dragons - Written and illustrated by Philip Reeve  
Cosmic- Written by Frank Cottrell Boyce  
Flood Child - Written by Emily Diamond

**Classic Fiction Key Texts:**

Narnia Stories – CS Lewis  
Harry Potter series – JK Rowling  
Billy the Kid – Michael Morpurgo  
Why the Whales Came – Michael Morpurgo  
Oliver Twist – Charles Dickens  
Kensuke's Kingdom – Michael Morpurgo  
A Christmas Carol – Charles Dickens  
Stig of the Dump – Clive King  
Snow Spider – Jenny Nimmo  
Macbeth for Kids, Louis Burdett  
The Wolves of Willoughby Chase – Joan Aiken  
Peter Pan – J. M. Barrie  
A Christmas Carol (Eyewitness classics) – Charles Dickens  
The Hound of the Baskervilles – Sir Arthur Conan Doyle (adapted by Chris Mould)  
The Wind in the Willows – Kenneth Grahame  
The Jungle Book – Rudyard Kipling  
Alice's Adventures in Wonderland – Lewis Carroll  
Mary Poppins – P.L. Travers  
Stories from Dickens (Ed Blishen)  
Stories from Shakespeare (ed. Geraldine McCaughrean)

**Fantasy**

Skellig – David Almond  
The Various – Steve Augarde  
Artemis Fowl – Eoin Colfer  
The Bag of Bones – Vivian French  
Inkheart trilogy – Cornelia Funke  
Coraline – Neil Gaiman  
The Weirdstone of Brisingamen – Alan Garner  
Pure Dead Magic – Debi Gliori  
Wolf Brother – Michelle Paver  
Truckers – Terry Pratchett  
The Spiderwick Chronicles – Lynne Reid Banks



Goblins series – Philip Reeve  
Wonderstruck – Brian Selznick  
The Amulet of Samarkand – Jonathon Stroud  
The Hobbit – J.R.R. Tolkien  
The Girl Who Circumnavigated Fairyland in a Ship of Her Own Making – Catherynne M. Valente  
Tanglewreck – Jeanette Winterson

### **Science Fiction**

Supernaturalist – Eoin Colfer  
Grinny: Grinny and You Remember Me – Nicholas Fisk  
Among the Hidden – Margaret Peterson Haddix  
Double Identity – Margaret Peterson Haddix  
Maphead – Lesley Howarth  
The Giver – Lois Lowry  
Other Worlds: 10 Amazing Sci Fi Stories – Rick Riordan Ed.  
Timesnatch – Robert Swindells  
Hydra – Robert Swindells

### **Chilling Stories**

The Graveyard Book – Neil Gaiman  
Uncle Montague's Tales of Terror – Chris Priestley  
Horowitz Horror – Anthony Horowitz  
Breathe – Cliff McNish  
At the Firefly Gate – Linda Newberry  
Chill – Alex Nye  
Tales from the Tunnel's Mouth – Chris Priestley  
Tales of Terror from the Black Ship – Chris Priestley  
Marianne Dreams – Catherine Storr

### **Real Life**

Pig Heart Boy – Malorie Blackman (science/ethics)  
Tangerine – Edward Bloor (blindness)  
The Eighteenth Emergency – Betsy Byars (bullying)  
The 10PM Question – Kate De Gold (worry/anxiety)  
Running on Cracks – Julia Donaldson (running from home – mature themes)  
Step By Wicked Step – Anne Fine (step parenting)  
Dead End in Norvelt – Jack Gantos (boredom, friendship)  
Love, Aubrey – Suzanne LaFleur (family)  
Hangman - Julia Jarman (bullying)  
The View from Saturday – E.L. Konisburg (friendship)  
The Other Side of Truth – Beverley Naidoo (refugee)  
Wonder – R.J. Palacio (appearance)

### **Adventure**

Noah Hawleywater Runs Away – John Boyne  
Ruby Holler – Sharon Creech  
Danny: the champion of the world – Roald Dahl



The Miraculous Journey of Edward Tulane – Kate DiCamillo  
Stormbreaker – Anthony Horowitz  
The Devil and his Boy – Anthony Horowitz  
Journey to the River Sea – Eva Ibbotson  
From the Mixed-Up Files of Mrs. Basil E. Frankweiler – E. L. Konigsburg  
Outlaw: the Legend of Robin Hood – Tony Lee  
The Ghost of Thomas Kempe – Penelope Lively  
Mortal Engines – Phillip Reeves  
Varjak Paw – S. F. Said  
The Invention of Hugo Cabret – Brian Selznick  
Wonderstruck – Brian Selznick

### **War**

Warboy – Michael Foreman  
Once/Now/Then/After – Morris Gleitzman  
Goodnight, Mr Tom – Michelle Magorian  
War Horse – Michael Morpurgo  
At the Firefly Gate – Linda Newberry  
Johnny and the bomb – Terry Pratchett  
My Friend the Enemy – Dan Smith  
The Machine Gunners – Robert Westall  
Carrie's War – Nina Bawden  
Doodlebug Summer – Alison Price  
Soldier Dog – Sam Angus

### **Mysteries**

Chasing Vermeer – Blue Bailliett  
The Crossroads – Chris Grabenstein  
Silver Fin – Charlie Higson  
The Case of the London Dragonfish – Joan Lennon  
The Sign of the Black Dagger – Joan Lingard  
Magnus Finn and the Selkie Secret – Janis Mackay  
Out of the Depths – Cathy MacPhail  
Flood and Fang – Marcus Sedgwick

### **Humour**

How to Train Your Dragon - Cressida Cowell  
How to Train Your Dragon <http://www.howtotrainyourdragonbooks.com/>  
How to speak dragonese - Cressida Cowell  
The Meanwhile Adventures – Roddy Doyle  
Boom! – Mark Haddon  
Ribblestrop – Andy Mulligan  
Goblins series – Philip Reeve  
Holes – Louis Sachar  
There's a Boy in the Girls' Bathroom – Louis Sachar  
A Boy and a Bear in a Boat – Dave Shelton  
Gangsta Granny – David Walliams  
Ratburger – David Walliams



## **Animals**

The Midnight Fox – Betsy Byars  
The Tale of Despereaux – Kate DiCamillo  
Charlotte’s Web – E.B.White  
Flush – Carl Hiaasen  
One Boy and His Dog – Eva Ibbotson  
A Coyote in the House – Elmore Leonard  
The Call of the Wild – Jack London  
Going Home –Cliff McNish  
Why the Whales Came – Michael Morpurgo  
The Amazing Story of Adolphus Tips – Michael Morpurgo  
War Horse – Michael Morpurgo  
Catscape – Mike Nicholson  
Wolf Brother – Michelle Paver  
The Outlaw Varjack Paw – S.F. Said  
Black Beauty – Anna Sewell

## **Curriculum Content**

### **Speaking and Listening**

Children will be taught to discuss their learning and to develop speaking skills. They will become more familiar with and confident in, using language in a variety of situations, for a range of audiences and purposes. They will, for example

- Develop their understanding of a subject through discussions, learning to give their opinions and listen to other viewpoints.
- Speak clearly and in different ways for drama, formal presentations and debate.
- They will prepare work orally, through drama and role play, discussing, rehearsing and recording their ideas.

### **Reading**

This part of the curriculum is broken down into ‘word reading’ and ‘comprehension’.

Word reading will not be directly taught, except where individuals need support. Instead, children will be encouraged to work out unfamiliar words that they meet. They should use their knowledge of word roots and word families to help them to understand new words. Children will be taught key comprehension skills to enable them to read, understand and enjoy a wide range of books. Year 6 will have the opportunity to read and discuss a wider range of fiction, poetry, plays and non-fiction. They will, for example:

- Identify and discuss themes and conventions across a wide range of writing
- Predict what may happen based on evidence and clues given



- Give responses to texts and recommend books to peers, giving reasons for views and choices
- Use clues from the text to work out characters' feeling, actions or motives and give evidence to back their conclusions
- Discuss and evaluate how authors use language (including figurative language) and consider the impact on the reader.
- Compare different texts

We are able to provide you with lists of age appropriate texts to support the learning

<http://www.booktrust.org.uk/books/bookfinder/>

<http://scottishbooktrust.com/reading/book-lists/kids>

<http://www.theguardian.com/childrens-books-site>

<http://www.devonsls.org.uk/booklists/>

### Picture books for KS2

<http://www.pinterest.com/PrimaryEngEd/picture-books-for-ks2/>

### 100 Best Books: 9-11 year olds

<http://www.booktrust.org.uk/books/children/booklists/243/>

## Writing

Writing is developed through teaching the following:

**Spelling:** Children should learn to spell new words correctly and have opportunities to practise spelling skills. They will be taught spelling patterns and conventions, and draw on their knowledge of word families and roots to help them spell new words correctly. They will continue to practise and use the words included in Appendix 1 of the National Curriculum for years 5 & 6. Children will be expected to use a dictionary and thesaurus.

**Handwriting:** Pupils will continue to be taught handwriting in order to increase speed, fluency and legibility.

**Composition** (structure): This includes vocabulary, grammar and punctuation. To develop their composition skills, the children will be taught to

- Plan, draft, compose, edit and evaluate their writing
- Use a wide variety of punctuation and grammar features with confidence
- Refine their grammar and vocabulary to further develop the effectiveness of their writing
- Use a wider range of techniques to build detail into their writing and ensure it flows smoothly throughout the sections of a piece.
- Build on their understanding of the differences between Standard and non-Standard English, and will also focus on how to achieve different levels of formality in their spoken and written language.



- Adapt writing for a range of purposes and audiences as part of their work across the curriculum. In year 6 this will include (cross curricular example, schools to insert their own)

Grammar will be taught throughout the writing process and teachers will follow the terms and concepts of Appendix 2 of the National Curriculum.

Should you wish for a more detailed explanation, please follow this link to the [Primary National Curriculum document](#)

