



# South Kilworth English Curriculum Year 5 and Year 6

2022/23 Cycle A	Theme 1A	Theme 2A	Theme 3A	Theme 4A	Theme 5A	Theme 6A	Theme 7A
<b>Theme</b>	Living Things and their Habitat: Do all life cycles look the same?	Stone age to Iron age: Tools and Tribes	Our Planet Earth	Animals including humans: How do animals eat?	Local History: Lancaster and York	Brilliant Brazil	Sound: How do we hear?  Electricity: What can electricity do?
<b>Subject focus</b>	Science	History	Geography	Science	History	Geography	Science
<b>Purpose of writing</b>	Inform Entertain	Inform Entertain Persuade	Inform Entertain Discuss	Inform Entertain	Entertain Discuss	Inform Entertain Discuss Persuade	Inform Entertain
<b>Writing Outcomes</b>	<b>Explanation Texts</b> about life cycles & seed dispersal  <b>Diary entry/ Police Report</b> based on <b>Tuesday</b> by David Wiesner	<b>Narrative</b> based on Stone Age boy  <b>Newspaper Reports</b> – cave dwellers  Year 5 NMM Year 4/6 – Free Write	<b>Argument and Debate</b> – Climate Change  <b>Biography</b> – Influential Person ( <i>Greta Thunberg, David Attenborough</i> )	<b>Explanation text</b> about how food chains  <b>Poetry</b> – Focus on animals hunting for food ( <i>Tyger</i> )  Year 6 NMM	<b>Argument and Debate</b> – Lancaster or York, For or Against?  <b>Character description</b> on Richard III	<b>Why should we protect the Amazon Rainforest?</b> Based upon There's a Rang-Tan in my bedroom  <b>Newspaper Reports</b>	<b>Biography</b> on Thomas Eddison  <b>Instructions/ Explanation text</b> about circuits  <b>Poetry</b> – Focus on sound ( <i>The Sound Collector</i> )

			<p><b>Poetry</b> – Planet Earth, write a protest poem</p> <p>Year 4 NMM Year 5/6 – Free Write</p>	Year 4/5 – Free Write		<p><b>Narrative</b> – dilemma story based upon The Great Kapok Tree</p>	
<p><b>Focus Texts for Writing</b></p>	<p>Science books/texts on life cycles</p> <p>From tiny seeds Emilie Vast</p> <p><b>Tuesday</b> by David Wiesner</p>	<p>Non-fiction texts about Stone Age/Iron Age</p>	<p>David Attenborough – including documentaries</p> <p>Window - Jeannie Baker</p> <p>The Last Tree</p>	<p>Non-fiction texts about the digestive system</p> <p>What's eating you? Nicola Davis and Neil Layton</p>	<p>Richard III by Andrew Mathews (A Shakespeare story)</p>	<p>Non-fiction texts about Brazil</p>	<p>Non-fiction texts about sound and electricity</p>
<p><b>Focus Texts for Class story/ stories</b></p>	<p>Time Travelling with a Hamster by Ross Welford</p>	<p>Stone Age Boy</p> <p>Wolf Brother by Michelle Paver</p>	<p>Wonder</p> <p>Beetle Boy</p> <p>Poems from a Green and Blue Planet by Sabrina Mahfouz</p>	<p>The Astounding Broccoli Boy by Frank Cottrell Boyce</p>	<p>Treason by Berlie Doherty</p> <p>Diver's Daughter by Patrice Lawrence</p>	<p>The Great Kapok Tree by Lynne Cherry</p> <p>The Explorer by Katherine Rundell</p> <p>Journey to the River Sea by Eva Ibbotson</p>	<p>Bubble Boy by Stewart Foster</p>
<p><b>Other quality texts linked to theme that could be used for guided reading or independent</b></p>	<p>Charlotte's Web by E B White</p> <p>Tom's Midnight Garden</p>	<p>Stig of the dump</p> <p>Thousand year old boy – Ross Welford</p>	<p>Disappearing Rainforest</p>	<p>Demon Dentist</p> <p>Teeth - Pam Ayres</p>	<p>My Friend Walter by Michael Morpurgo</p> <p>Shakespeare</p>	<p>Amazon Adventure: Unfolding Journeys by Stewart Ross</p>	<p>Frankenstein by Mary Shelley</p>



	<p><b>Year 5</b> Cious tious</p> <p>advice, advise device, devise licence, license practice, practise prophecy, prophesy</p>	<p><b>Year 5</b> Tial and cial endings</p> <p>i before e rule</p> <p>farther, further, father guessed, guest heard, herd led, lead morning, mourning past, passed</p>	<p><b>Year 5</b> Words ending with: ant, ance, ancy, ent, ence, ency</p> <p>precede, proceed principal, principle profit, prophet stationary, stationery</p>	<p><b>Year 5</b> More prefixes: inter, anti, auto, super</p> <p>weight, wait eight, ate</p>	<p><b>Year 5</b> Ible able Abyl ibly</p> <p>Use of hyphen: co-, re-</p>	<p><b>Year 5</b> Suffixes beginning with vowels to words ending fer: reference, referee</p> <p>Long ee spelled ei eg perceive</p> <p>altar, alter, ascent, assent, bridal, bridle, cereal, serial compliment, complement</p>
	<p><b>Year 6</b> Words with unusual consonant digraphs (silent letters): knight, solemn, thistle, doubt, island, lamb</p> <p>compliment, complement, descent, dissent</p>	<p><b>Year 6</b> desert, dessert, draft, draught</p>	<p><b>Year 6</b> Revision and consolidation</p>	<p><b>Year 6</b> Revision and consolidation</p>	<p><b>Year 6</b> Revision and consolidation</p>	<p><b>Year 6</b> Revision and consolidation</p>
<p><b>Text level features</b></p>	<p><b>Year 5</b> <b>CONSOLIDATE Year 4 list</b></p> <p><b>FICTION</b></p> <ul style="list-style-type: none"> <li>• Secure independent use of planning tools</li> <li>• Plan opening using description/action/dialogue</li> <li>• Paragraphs:</li> <li>• Vary connectives within paragraphs to build cohesion</li> </ul>				<p><b>Year 6</b> <b>CONSOLIDATE Year 5 list</b></p> <p><b>FICTION</b></p> <ul style="list-style-type: none"> <li>• Include suspense, cliff hangers, flashbacks/forwards, time slips</li> <li>• Maintain plot consistently working from plan</li> </ul>	

	<ul style="list-style-type: none"> <li>• Use change of place, time and action to link ideas across paragraphs.</li> </ul> <p><b>Using 5 part story structure, writing could start at any of the 5 points.</b></p> <ul style="list-style-type: none"> <li>• e.g. flashbacks</li> </ul> <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• should include action / description of character or setting / dialogue</li> </ul> <p><b>Build-up</b></p> <ul style="list-style-type: none"> <li>• develop suspense techniques</li> </ul> <p><b>Problem/dilemma</b></p> <ul style="list-style-type: none"> <li>• may be more than one problem to be resolved</li> </ul> <p><b>Resolution</b></p> <ul style="list-style-type: none"> <li>• <i>clear links with dilemma</i></li> </ul> <p><b>Ending</b></p> <ul style="list-style-type: none"> <li>• character could reflect on events, any changes or lessons, look forward to the future, ask a question.</li> </ul> <p><b><u>NON-FICTION</u></b></p> <ul style="list-style-type: none"> <li>• <b>Independent planning across all genres</b></li> <li>• <b>Secure use of range of layouts suitable to text.</b></li> <li>• <b>Use a variety of ways to open texts, draw reader in, and make the purpose clear.</b></li> <li>• <b>Link ideas within and across paragraphs using a full range of connectives and signposts.</b></li> <li>• <b>Use rhetorical questions to draw reader in.</b></li> <li>• <b>Express own opinions clearly.</b></li> <li>• <b>Consistently maintain viewpoint.</b></li> <li>• <b>Summary clear at the end to appeal directly to the reader</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Paragraphs - secure use of linking ideas within and across paragraphs</b></li> <li>• <b>Secure development of characterisation</b></li> </ul> <p><b><u>NON-FICTION</u></b></p> <ul style="list-style-type: none"> <li>• <b>Use a variety of text layouts appropriate to purpose</b></li> <li>• <b>Use range of techniques to involve the reader –comments, questions, observations, rhetorical questions</b></li> <li>• <b>Express balanced coverage of a topic</b></li> <li>• <b>Use different techniques to conclude texts</b></li> <li>• <b>Use appropriate formal and informal styles of writing</b></li> <li>• <b>Choose or create publishing format to enhance text type and engage the reader</b></li> <li>• <b>Linking ideas across paragraphs using a wider range of cohesive devices:</b></li> <li>• semantic cohesion (e.g. repetition of a word or phrase),</li> <li>• grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and elision</li> <li>• Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</li> </ul>
<p><b>Sentence level features (including grammar and punctuation)</b></p>	<p style="text-align: center;"><b><u>Year 5</u></b> <b>CONSOLIDATE Year 4 list</b></p> <p><b><u>Sentence Construction</u></b></p>	<p style="text-align: center;"><b><u>Year 6</u></b> <b>CONSOLIDATE Year 5 list</b></p> <p><b><u>Sentence Construction</u></b></p>

- **Relative clauses beginning with who, which, that, where, when, whose or an omitted relative pronoun.**
- **Secure use of complex sentences with range of subordinating conjunctions and correct comma use** - main and subordinate clauses with full range of conjunctions
- **Elaboration of starters using adverbial phrases** - e.g. Beyond the dark gloom of the cave, Zach saw the wizard move.
- **Develop Drop in -'ed' clause** e.g. Poor Tim, exhausted by so much effort, ran home.
- **Sentence reshaping techniques e.g :**
  - lengthening or shortening sentence for meaning and /or effect
  - Moving sentence chunks (how, when, where) around for different effects e.g. The siren echoed loudly ....through the lonely streets ....at midnight
- **Use of rhetorical questions**
- **Stage directions in speech (speech + verb + action)**
  - e.g. "Stop!" he shouted, picking up the stick and running after the thief.
- **Indicating degrees of possibility using modal verbs**
  - e.g. might, should, will, must or adverbs (perhaps, surely)

#### Word Structure/Language

- **Metaphor**
- **Personification**
- **Onomatopoeia**
- **Empty words** - e.g. someone, somewhere was out to get him

- **Develop use of technical language**
- **Converting nouns or adjectives into verbs using suffixes**  
e.g. -ate; -ise; -ify
- **Verb prefixes**  
e.g. dis-, de-, mis-, over- and re-

#### Punctuation

- **Rhetorical question**

- **Active and passive verbs to create effect and to affect presentation of information**
  - e.g. Active: Tom accidentally dropped the glass. Passive: The glass was accidentally dropped by Tom.
- **Developed use of rhetorical questions for persuasion**
- **Secure expanded noun phrases to convey complicated information concisely**
- **The difference between structures typical of informal speech and structures appropriate for formal speech and writing**
  - E.g. the use of question tags, e.g. He's your friend, isn't he?
  - the use of the subjunctive in some very formal writing and speech. E.g. If I were you, ..

#### Word Structure/Language

- **Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors**
- **The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing)**
- **How words are related as synonyms and antonyms e.g. big/large/little**

	<ul style="list-style-type: none"> <li>• <b>Dashes</b></li> <li>• <b>Brackets/dashes/commas for parenthesis</b></li> <li>• <b>Colons</b></li> <li>• <b>Use of commas to clarify meaning or avoid ambiguity</b></li> </ul>	<p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• <b>Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma.</b></li> <li>• <b>Use of colon to introduce a list and semi-colons within lists.</b></li> <li>• <b>Punctuation of bullet points to list information.</b></li> <li>• <b>How hyphens can be used to avoid ambiguity</b> - e.g. man-eating shark versus man eating shark, or recover versus re-cover</li> </ul>
<p><b>Spoken Language</b></p>	<p style="text-align: center;"><u><b>Year 5</b></u></p> <p><b>The Language of Argument – Agreement and Disagreement</b>      In my opinion..... Should be banned.      I have two main reasons for believing this. First of all, as I'm sure you'll agree,.....      My second important reason for wanting to ban..... is that.....      Perhaps some people would argue that.....      However, I would point out that.....      It is clear that a ban on.....would be a great step forward!</p> <p><b>The Language of Comparison – Comparing and Contrasting</b>      In some ways....and.....are alike.      For instance they both.....      Another feature they have in common is that.....      Furthermore they are both.....      However they also differ in some ways. For example.....while.....      Another difference is.....</p> <p><b>The Language of Deduction –Making an assumption based on prior knowledge</b>      The fact is.....      In effect.....      Given that.....then.....</p>	<p style="text-align: center;"><u><b>Year 6</b></u></p> <p><b>The Language of Argument – Agreement and Disagreement</b>      On the one hand.....      But.....      Convince me that.....      I am convinced.....      Given that.....</p> <p><b>The Language of Comparison – Comparing and Contrasting</b>      In some ways.....and.....are alike. For instance they both.....      Another feature they have in common is that.....      Furthermore they are both.....      However they also differ in some ways. For example.....while.....      Another difference is that.....whereas.....      Finally.....but.....</p>

I deduce/deduct.....  
I have worked out.....  
In conclusion.....  
I conclude.....

**The Language of Description – Describing**

It looks/tastes/feels/sounds/smells like....  
It appears to be.....because.....  
It seems to be like.....because.....  
I think it looks like.....because.....  
It reminds me of.....because.....  
Why? How? What? Tell Me About....

**The Language of Evaluation –Evaluative Talk**

My view is that.....because.....  
This is supported by the fact that.....  
In my opinion....furthermore.....  
However.....  
Possible improvements may include.....

**The Language of Explanation**

Because of..... x happened  
For example.....  
In conclusion.....  
To begin with.....  
As a result of.....  
The reason(s) for.....

**The Language of Explaining in a Mathematics context**

I think the question means.....so the answer would be.....  
I know that.....therefore I would try out.....  
If the.....add up to.....then the total number must be.....  
Knowing this means we can work out what's missing!  
.....as a result ... / .....therefore.....  
The reason..... is that..... / .....is due to.....

The similarities/differences seem more significant that the similarities/differences because.....

**The Language of Deduction –Making an assumption based on prior knowledge**

The facts lead to.....  
Based on.....  
Been lead to the conclusion that.....  
The evidence leads to.....  
Having considered.....  
This infers that.....

**The Language of Description – Describing**

In comparison to.....  
Idioms e.g. Peas in a pod  
Develop / Introduce metaphors and similes.

**The Language of Evaluation –Evaluative Talk**

My view is that.....  
In my opinion.....  
This is supported by the fact that.....  
Furthermore.....however.....  
Possible improvements may include.....  
Or alternatively.....

**The Language of Explanation**

.....Such as .....  
Due to.....x has / is.....  
In summary.....  
Owing to.....x has / is.....  
This has altered.....  
Evidently.....

**The Language of Explaining in a Mathematics context**

**The Language of Hypothesis - a suggestion that tries to explain something, based on evidence**

It is true that.....  
Can we prove that.....  
In conclusion.....  
I would like to prove / disprove.....  
Perhaps the reason is .....

**The Language of Opinion**

Therefore / In my opinion / I believe  
He considers...  
It is my opinion that.....however others may/might believe.....

**The Language of Prediction – Predicting**

I predict that.....  
I believe / I think.....might / or.....  
If..... then.....  
X has happened, therefore I think.....  
After hearing all the evidence, I think that..... will happen

**The Language of Retelling – Events and story telling**

First, Next, Then, After that, Finally....  
'What happened next?' 'What did....?'

**The Language of Sequencing**

Meanwhile.....  
Following this / that.....  
In the beginning.....

First I.....Then.....Next.....Finally.....  
I approached it methodically  
(by).....  
I was systematic.....(when/because)  
I looked at the whole problem and broke it down into steps.....  
We could possibly.....Or.....  
So far I have discovered/worked out that.....

**The Language of Hypothesis - a suggestion that tries to explain something, based on evidence**

Based on the evidence I have been presented with, I can conclude.....  
Taking everything into account.....  
Having analysed.....  
Having pondered.....  
If we accept this hypothesis, what else will be true?  
Given this, it is likely that .....

**The Language of Opinion**

Consequently / Based on fact / Because of my beliefs.....  
To hold the view / After consideration  
After / On reflection  
It is my understanding that.....  
The facts lead me to the conclusion that.....

**The Language of Prediction – Predicting**

In light of.....I predict.....  
There is a high / low probability.....  
The chances of/The likelihood of/Due to the fact that/Upon consideration of the relevant factors

		<p><b>The Language of Retelling – Events and story telling</b>  First, Next, Then, After that, Finally....  ‘What happened next?’ ‘What did....?’  In summary.....  The consequence of.....</p> <p><b>The Language of Sequencing</b>  Whilst X was..... Y was.....  During X – Y happened.  Initially the..... were.....  However.....</p>
<b>Reading</b>		
<b>Accuracy</b>	<b><u>Year 5 &amp; 6</u></b>	
<b>Fluency, Prosody, Performance</b>	<b><u>Year 5 &amp; 6</u></b>	
<b>Understanding and Comprehending</b>	<ul style="list-style-type: none"> <li>• Applies their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet.</li> <li>• Self corrects when sentence doesn't make sense, discussing their understanding and explaining the meaning of words in context.</li> <li>• Knows how to decode new words using phonics skills. Can read all of their year groups word lists.</li> <li>• Explains and discusses their understanding of what they have read, including through formal presentation and debates, maintaining a focus on the topic and using notes where necessary.</li> <li>• Able to read in different ways for different purposes: close reading, skimming, scanning.</li> <li>• Able to read expressively, conveying a wide variety of emotions through tone and volume. Adapts voice, volume and tone to reflect personality of different character and genre types.</li> <li>• Demonstrates a growing understanding, use of application of morphology and etymology to understand words and their meanings. Is able to offer alternative suggestions for word meaning.</li> <li>• Identifies how language, structure and presentation choices can contribute to meaning, mood or atmosphere.</li> <li>• Summarise the main ideas drawn from more than one paragraph, identifying key details that support main ideas.</li> <li>• Locates information using knowledge of text structure.</li> <li>• Uses evidence to answer questions.</li> <li>• Prioritise key information and disregards irrelevant information when retelling, in fiction and non-fiction texts.</li> <li>• Draws inferences such as inferring characters' feeling, thoughts and feeling from their actions and justifying inferences from their evidence.</li> </ul>	

	<ul style="list-style-type: none"><li>• Understand how characters' actions show personality traits.</li></ul> <p><b>Year 6 only</b></p> <ul style="list-style-type: none"><li>• Choices appropriate quotations to support answers.</li><li>• Summarises fiction and non-fiction texts in a variety of ways.</li><li>• Recognises characters types and roles in the text.</li></ul>
<b>Thinking about what has been read</b>	<ul style="list-style-type: none"><li>• Distinguishes between statements of fact and opinion.</li><li>• Use knowledge of character and genre to inform predictions.</li><li>• Comments on structure of whole text.</li><li>• Begins to discuss and evaluate how authors uses language, using figurative language, considering the impact on the reader. Makes connections between books, events and own experiences.</li><li>• Comments on themes within a genre, e.g. storms in horror stories.</li><li>• Responds at length to the views of others.</li><li>• Explains preferences giving detailed reasons.</li><li>• Participates in discussion about books, building on their own and others ideas, challenging views courteously.</li></ul>