



SOUND & DISTRICT PRIMARY SCHOOL

Year 5/6 ENGLISH GENRE & TEXT PLAN SEPT 2021-JULY 2022



Autumn 1 (8)		Autumn 2 (7)			Spring 1 (7)		Spring 2 (5)		Summer 1 (6)		Summer 2 (7)	
Victorians		North & South Pole			Local History		Mountains		Greece		Europe /Mediterranean	
Author Focus Bertie Doherty		Author Focus JRR Tolkien			Author Focus Louis Sachar		Author Focus Tim Bowler		Genre Focus		Genre Focus	
Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Fiction/ Non-Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
Tale of Quest/ Setting Focus	Explanation/ Instruction	Sonnets (classic)	Defeat the Monster (Character Focus)	Persuasive Writing	Warning Tale	Autobiograph y/Biography/ Recount	Fear	Discussion	Revision Unit - range of genre & cohesive writing based on Survivors by David Long.		Wishing	Non- Chronological Reports
Street Child by Bertie Doherty.	Why Dragons Are Extinct by Pie Corbett.	Summer- West Sonnet by Gillian Clarke, Lines upon Westminster Bridge by William Wordsworth.	The Hobbit by J R R Tolkien.	Let Me Go! By Pie Corbett.	Holes by Louis Sachar.	Roahl Dahl, Tom Daley, Steve Jobs & pupils choice.	Jack by Pie Corbett.	River Boy by Tim Bowler.			The White Horse of Zennor by Michael Morpurgo.	The Arrival by Shaun Tan
												
							Openings of A monster Calls, The Graveyard Book & Where Monsters Lie. Picture books - The Dark (Lemony Snicket), The Water Tower & The Viewer by Gary Crew).					
												



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<u>Cohesion, sentence construction, editing & punctuation.</u> <u>Creating Settings</u> - Show the setting through the main character's eyes. - Describe the character's reactions to show how the setting is making them feel. - Use unexpected detail as a 'hook' - Change the setting to create	<u>Cohesion, sentence construction, editing & punctuation.</u> <u>Paragraphing</u> Help readers to understand explanations through: - introductions that link to their experiences. - giving examples - Inventing similes to illustrate points - possible use of diagrams, charts, illustrations or models. Consolidate and extend	<u>Cohesion, sentence construction, editing & punctuation.</u> <u>Formal & informal writing</u> Focus on audience & purpose with vocabulary choices, connecting words & phrases, person, modality & voice.	<u>Cohesion, sentence construction, editing & punctuation.</u> <u>Characterisation & Dialogue</u> - Explore characterisation through genre and begin to build a store of characters with children - Explore how a character's personality and behaviour can	<u>Cohesion, sentence construction, editing & punctuation.</u> - Try to support views with reasons or evidence - offer and refute some counter arguments - disguise opinions to sound like facts - or (more rationally) make clear that these are	<u>Cohesion, sentence construction, editing & punctuation.</u> <u>Suspense</u> - Lull the reader into a false sense of security then introduce an element of unease - Let the reader glimpse the threat - Use the senses - Show the character's reactions	<u>Cohesion, sentence construction, editing & punctuation.</u> <u>Paragraphing & revisiting of previous foci.</u> - Use controlled dialogue to move the story on - Balance action, dialogue and description - Create different atmospheres with different settings	<u>Cohesion, sentence construction, editing & punctuation.</u> <u>Creating plots & paragraph types</u> - Use controlled dialogue to move the story on - Balance action, dialogue and description - Create different atmospheres with different settings	<u>Cohesion, sentence construction, editing & punctuation.</u> Focus on more abstract and outside children's immediate experiences. When assembling arguments: - try to support views with reasons or evidence, - or make clear that	<u>Cohesion, sentence construction, editing & punctuation.</u> <u>Hooking the reader</u> Change words, drop ins, Add on phrases & clauses, Special effects, reorder, vary sentence openings, change sentence types, show not tell, hook the reader, make every	<u>Cohesion, sentence construction, editing & punctuation.</u> <u>Formal & informal writing</u> Focus on audience & purpose with vocabulary choices, connecting words & phrases, person, modality & voice.	<u>Cohesion, sentence construction, editing & punctuation.</u> <u>Consolidation of previous foci.</u>	<u>Cohesion, sentence construction, editing & punctuation.</u> Consolidate and extend use of information text structure from Y3/4 to include: - expanding the range of connectives and generalisers - use of provisional statements with words and phrases like usually..., seem to be..., tend



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<p>atmosphere</p> <ul style="list-style-type: none"> - Use short sentences to create tension and excitement – balance these with longer sentences containing detail. - Use figurative language to bring setting to life: - Sounds - alliteration / onomatopoeia - Images - similes, metaphors 	<p>the explanation text structure from Y3/4 to include:</p> <ul style="list-style-type: none"> - expanding the range of connectives and generalisers, particularly those showing cause and effect - use of provisional statements with words and phrases like usually..., seem to be..., tend to..., - opinions as well as facts - technical vocabulary to add precision - references to sources of evidence to 		<p>impact on the plot.</p> <ul style="list-style-type: none"> - Use emotion and relationships graphs to track character development and consistency throughout stories. - Explore use of contrasting characters to develop conflict in narrative. - Develop the use of internal voice and rhetorical questions to enhance character 	<p>your opinions</p> <ul style="list-style-type: none"> - try to persuade using persuasive devices - try to get the reader interested and on your side - appear reasonable. - Make your reader think that the rest of the world, agrees with you - Use humour as it can get people on your side. Express possibility 	<p>through what is said or done</p> <ul style="list-style-type: none"> - Choose words and phrases to slow the action down to increase tension and anticipation - Select verbs carefully to build tension - Use a rhetorical question <p><u>Action</u></p> <p>Use short sentences to convey pace and dramatic impact.</p>		<ul style="list-style-type: none"> - Show what the main character is like by what they say and what they do - Write an ending that shows how the main character feels, or what has been learned - Use connectives to link ideas, sentences and paragraphs <p><u>Time slips</u></p> <p>Introduce a time-slip</p>	<p>these are your opinion.</p> <p>Write openings to introduce the reader and explain why you are discussing an issue.</p> <p>Give examples which move from the general to the specific.</p> <p>Use indirect, reported speech</p> <p>Vary sentence structure, length and type: complex</p>	<p>work, phrase, sentence earn its place, slow down at key moments.</p>		<p>to..., - opinions as well as facts e.g. Some people still believe that... It used to be thought that...</p> <ul style="list-style-type: none"> - technical vocabulary to add precision Write reports for different audiences and purposes: attract, warn, report objectively. Vary sentence structure, length and type eg. complex sentences to combine
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	<p>add authority</p> <ul style="list-style-type: none"> - complex sentences to combine information effectively - sentences with lists of three - active and passive voices - conditional and hypothetical (if...then) sentences. 		<p>description.</p> <ul style="list-style-type: none"> - Explore using a different viewpoint and how it affects the characterisation - Consider the quality of dialogue by limiting the use of adverbs. - Use a range of strategies to develop sophistication in controlling dialogue. - add in subordination, extra 	<p>, speculation and conditionality, using modal verbs may, might, should, could, would etc. and adverbs perhaps, surely, possibly; phrases like provided that..., so long as... etc. Draw on persuasive devices from Y3/4 plus others e.g.: - extreme adjectives</p>	<ul style="list-style-type: none"> - Describe a few actions with well-chosen verbs. - Describe the sounds around the action - Use some alliteration to increase the effect <p><u>Cliff-hangers</u></p> <ul style="list-style-type: none"> - Use a cliff-hanger paragraph to create suspense and to keep your reader hooked - Follow this 		<p>[forwards or backwards] to take the reader to another time in the story. Use adverbial openers.</p>	<p>sentences to combine,</p> <ul style="list-style-type: none"> - Short sentences for effect - Sentence openers - Passive voice to sound more formal - Conditional and hypothetical (if...then) sentences using the subjunctive 'were' <p>Use persuasive devices to press points. Address readers directly from time</p>				<p>information clearly and precisely, and vary sentence style and length to keep the reader interested</p> <ul style="list-style-type: none"> - sentences with lists of three - active and passive voices - conditional and hypothetical (if...then) sentences - exclamatory sentences.
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			<p>details of description and action</p> <ul style="list-style-type: none"> - show how the other character reacts to the dialogue - In filmic style, state what is going on in the background. 	<p>and superlatives</p> <ul style="list-style-type: none"> - Exaggeration - emotive language - Rhetorical questions - alliteration - persuasive language - Persuasive definitions - Pandering and condescension - similes and metaphors 	<p>simple sequence</p> <ul style="list-style-type: none"> - start by creating a sense of relief or safety - show that the character is still slightly worried, - lull the reader into a false sense of security, - create the cliff-hanger in the last line. 			<p>to time to hold attention and draw them in to the arguments:</p> <ul style="list-style-type: none"> - inviting them to speculate - asking questions - using exclamations. <p>Extend the range of connectives given in Y3/4 to link sentences and paragraphs.</p> <p>Make views sound more reasonable through</p>				
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				<ul style="list-style-type: none">- Sarcasm, used sparingly, Vary sentence structure, length and type e.g. - complex sentences to combine and compress information- Short sentences for effect- Sentence openers- Passive voice to sound more formal- Conditional and hypotheti				<p>use of modal verbs. Use a variety of phrases for drawing conclusions.</p>				
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				cal (if...then) sentences using the subjunctiv e 'were'.								
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NB: Additional Poetry focuses planned into theme days and team days throughout the year (see whole school poetry overview).
Instructional writing & recounts to be used across the curriculum.