

There's a boy in the girl's bathroom

by Louis Sachar



Reading for Writing

Fiction: **There's A Boy In The Girl's Bathroom**

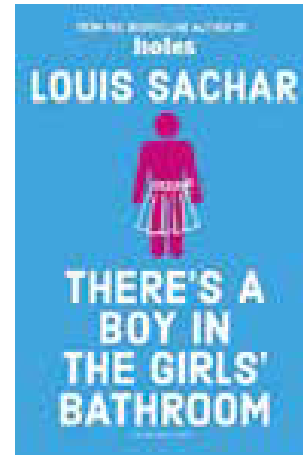
Focus on characterisation/emotions
Develop inference skills
Empathise with characters
Explain viewpoints with evidence
Write an emotional letter as a character

Non -Fiction: Information Text - Volcanoes

Focus on structure and language

Link to Geography

Research facts
Decide on key elements (toolkit) from the text.
Write own version before editing it.



Spellings

Words from Year 5/6 word list:

Hyperlink Example: [Year 5/6 word list](#)

Review of Year5

Words from the Year 5/6 word list

Learn to spell

Use in writing

Grammar and Golden Sentences

Use of a range of conjunctions: *because, when, if, after, before, despite, even though, although, as well as.*

Use of subordinate sentences, cheeky sentences and embedded clauses within multi-clause sentences.

Examples: *The fox ran through the street even though there were people about. When it went dark, the fox ran down the street. Despite people being all around, the fox ran (without stopping) down the street.*

Exploring how meaning is affected by the sequence and structure of clauses. Expressing sentences in different orders.

Examples: *Every day we used to call him 'Jacko'. 'Jacko', we used to call him every day!*

Use: *prepositional phrases, whilst on the bus, adverbial phrases sang at the top of his voice and expanded noun phrases. the sporty car with no roof.*

Use of different cohesive devices;

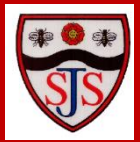
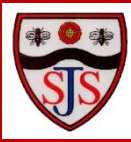
Examples: *In addition, Following on from, Furthermore, Later in the day, To summarise, Linked to the previous paragraph*

Use of sophisticated punctuation marks: colon, semi colon, parenthetical commas, dashes, brackets, hyphens and ellipses.

Examples: *He ran as quickly as he could down: He had to reach home.*

He ran as quickly as he could down the road – without stopping.

He ran (as quickly as he could) down the road avoiding ... the danger.



The Saga of Erik the Viking

by Terry Jones



Reading for Writing

Fiction: Erik the Viking and Safia and the Captain

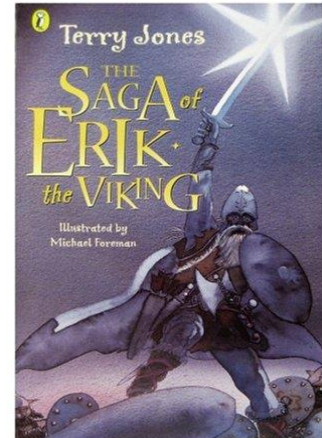
- Focus on characterisation/emotions
- Discuss how actions/speech express emotions
- Empathise with characters
- Explain viewpoints with evidence
- Write an additional chapter – mini saga for book
- Edit chapter

Non -Fiction: Historical Recount – Television news report

Focus on structure and language

Link to History

- Research facts
- Decide on key elements (toolkit) from the text.
- Write own version before editing it.



Spellings

Words from Year 5/6 word list:

[Hyperlink Example: Year 5/6 word list](#)

Learn to spell

Use in writing



Grammar and Golden Sentences

Use of a range of conjunctions: *because, when, if, after, before, despite, even though, although, as well as.*

Use of subordinate sentences, cheeky sentences and embedded clauses within multi-clause sentences.

Examples: The fox ran through the street even though there were people about. When it went dark, the fox ran down the street. Despite people being all around, the fox ran (without stopping) down the street.

Exploring how meaning is affected by the sequence and structure of clauses. Expressing sentences in different orders.

Examples: Every day we used to call him 'Jacko'. 'Jacko', we used to call him every day!

Use: *prepositional phrases, whilst on the bus, adverbial phrases sang at the top of his voice and expanded noun phrases. the sporty car with no roof.*

Use of different cohesive devices;

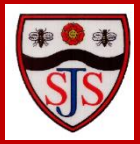
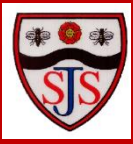
Examples: In addition, Following on from, Furthermore, Later in the day, To summarise, Linked to the previous paragraph

Use of sophisticated punctuation marks: colon, semi colon' parenthetic commas, dashes, brackets, hyphens and ellipses.

Examples: He ran as quickly as he could down: He had to reach home.

He ran as quickly as he could down the road – without stopping.

He ran (as quickly as he could) down the road avoiding ... the danger.



The Giant's Necklace

By Micheal Murpurgo



Reading for Writing

Fiction: The Giant's Necklace

Focus on suspense and setting
Read story
Discuss characters emotions/feelings
Identify language features linked to suspense
Write a similar warning story
Edit work

Non -Fiction: Information Text – Living Things

Focus on structure and language

Link to Science

Research facts
Decide on key elements (toolkit) from the text.
Write own version before editing it.



Spellings

Words from Year 5/6 word list:

[Hyperlink Example: Year 5/6 word list](#)

Learn to spell

Use in writing

Grammar and Golden Sentences

Use of a range of conjunctions: *because, when, if, after, before, despite, even though, although, as well as.*

Use of subordinate sentences, cheeky sentences and embedded clauses within multi-clause sentences.

Examples: The fox ran through the street even though there were people about. When it went dark, the fox ran down the street. Despite people being all around, the fox ran (without stopping) down the street.

Understand passive and active sentences.

Examples: The ball smashed the window. Active – The window was smashed by the ball. Passive

Use of formal language:

Example: those wishing to, I hereby announce, May I take this opportunity

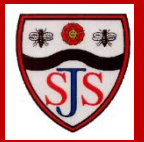
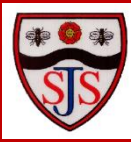
Use of different cohesive devices across paragraphs

Examples: repetition of words, use of adverbials, reference to previous/forthcoming paragraph

Contracting paragraphs or information

Examples: Use of bullet points or lists

John required: a kit, football boots, a ball and some gloves.



Short Stories

By Kevin Crossley-Holland



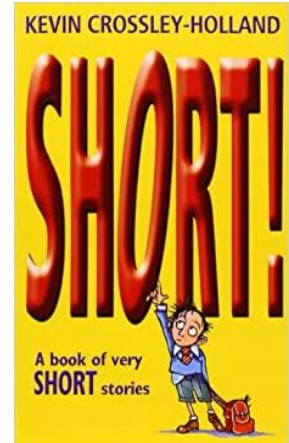
Reading for Writing

Fiction: Boy in The Girl's Bathroom

Focus on openings and endings
Discuss different genres
Read different stories linked to openings and endings
Decide on key elements (toolkit) from the story.
Write own version improved openings and endings

Revision Units: Recounts

Focus on structure and language
Consider different tasks and STS for each.
Discuss language features
Write own example of recount
Edit work



Spellings

Words from Year 5/6 word list:
[Hyperlink Example: Year 5/6 word list](#)

Review the role of suffixes
[Example: Year 5/6 word list](#)

Learn to spell

Use in writing

Grammar and Golden Sentences

Use of a range of conjunctions: *because, when, if, after, before, despite, even though, although, as well as.*

Use of subordinate sentences, cheeky sentences and embedded clauses within multi-clause sentences.

Examples: The fox ran through the street even though there were people about. When it went dark, the fox ran down the street. Despite people being all around, the fox ran (without stopping) down the street.

Understand passive and active sentences.

Examples: The ball smashed the window. Active – The window was smashed by the ball. Passive

Use of formal language:

Example: those wishing to, I hereby announce, May I take this opportunity

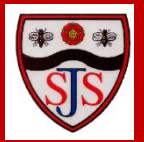
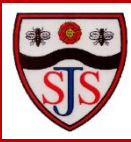
Use of different cohesive devices across paragraphs

Examples: repetition of words, use of adverbials, reference to previous/forthcoming paragraph

Contracting paragraphs or information

Examples: Use of bullet points or lists

John required: a kit, football boots, a ball and some gloves.



Wonder

by R.J. Palacio



Reading for Writing

Fiction: Wonder

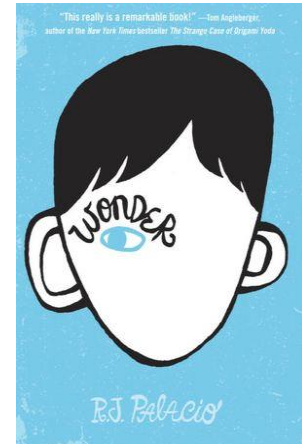
Focus on openings, settings and description.
Learn story with actions.
Re-tell it using a picture map.
Decide on key elements (toolkit) from the story.
Write own version before editing it.

Non -Fiction: Balanced Argument

Focus on structure and language

Link to PSE

Consider both sides of discussion
Discuss language features and cohesion
Write own example of Balanced Argument
Edit work



Spellings

Words from Year 5/6 word list:

Hyperlink Example: [Year 5/6 word list](#)

Learn to spell

Use in writing

Grammar and Golden Sentences

Use of a range of conjunctions: *because, when, if, after, before, despite, even though, although, as well as.*

Use of subordinate sentences, cheeky sentences and embedded clauses within multi-clause sentences.

Examples: *The fox ran through the street even though there were people about. When it went dark, the fox ran down the street. Despite people being all around, the fox ran (without stopping) down the street.*

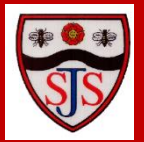
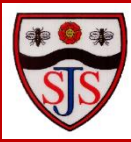
Review the use of apostrophes to avoid unnecessary detail

Examples: Omission: shouldn't wouldn't, you're. Belonging: the child's book, the girl's cake

Use: *prepositional phrases, whilst on the bus, adverbial phrases sang at the top of his voice and expanded noun phrases. the sporty car with no roof.*

Use of question tags.

Examples: *He ran down the road, didn't he? You're feeling better, aren't you?*



The Arrival

by Shaun Tan



Reading for Writing

Fiction: *The Arrival*

Focus on descriptive phrases and emotions
 Discussion regarding immigration
 Use of inference skills linked to pictures
 Use of role-play
 Formal writing
 Write own version before editing it.

Non -Fiction: Persuasion – Persuasive letter from a refugee

Focus on structure and language

Link to PSE

Consider different tasks and STS for each.
 Discuss language features/persuasive devices
 Write own example of letter
 Edit work



Spellings

Words from Year 5/6 word list:
[Hyperlink Example: Year 5/6 word list](#)

Learn to spell

Use in writing

Revision of work from the year.

Look	
Say	
Cover	
Write	
Check	

Grammar and Golden Sentences

Use of a range of conjunctions: *because, when, if, after, before, despite, even though, although, as well as.*

Use of subordinate sentences, cheeky sentences and embedded clauses within multi-clause sentences.

Examples: The fox ran through the street even though there were people about. When it went dark, the fox ran down the street. Despite people being all around, the fox ran (without stopping) down the street.

Review the use of apostrophes to avoid unnecessary detail

Examples: Omission: shouldn't wouldn't, you're. Belonging: the child's book, the girl's cake

Use: *prepositional phrases, whilst on the bus, adverbial phrases sang at the top of his voice and expanded noun phrases. the sporty car with no roof.*

Use of question tags.

Examples: He ran down the road, didn't he? You're feeling better, aren't you?

Review of Grammar from the year.