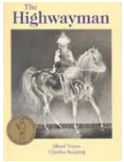
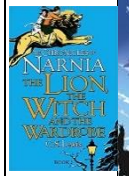
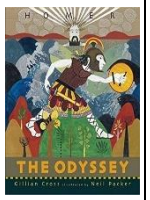
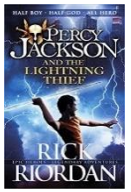
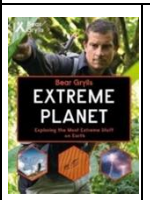
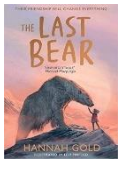
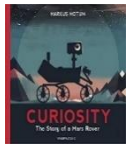
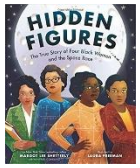
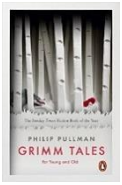
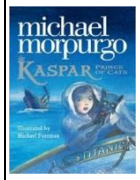
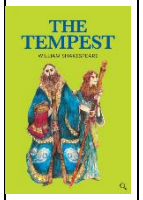
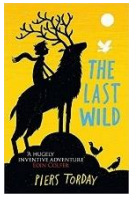
Wellsprings English Overview

Year 5/6 A												
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Key texts	Whole school text							The Old Man and The Sea film clip				
		Narrative	Narrative	Poetry	Narrative	Non fiction	Advert	Film	Classic narrative	Narrative	Non fiction	Narrative
Poem to learn by heart	Praise Song for my Mother Grace Nichols		The Highwayman Alfred Noyes		Witches Chant (Macbeth) Shakespeare		Malala Michaela Morgan		A Small Dragon by Brian Patten		The Way through the Woods Rudyard Kipling	
Links to wider curriculum	Science: Human Body, Forces History: What are the main differences between Benin and British society? Geography: What is it like to live in Japan? Black history month				Science: Electricity History: How did WWII affect different people within society? Geography: Europe – Why do so many people visit the Med for a holiday?				Science: Life processes, Health Ed History: What did the Ancient Greeks do for us? Geography: Oceans/Water Cycle – How green is our planet?			
Writing outcomes	*Robot Girl*: Discussion, debate, dialogue, character comparisons, review		*Highwayman*: write own poem using the same structure *The Lion, The Witch and the Wardobe:* descriptive writing, information writing, persuasion		*Goodnight Mr Tom*: poster, letters, information writing, persuasive writing *Suffragette*: Formal letters, diary entries, balanced arguments,		*Big Bad Wolf*: News report, persuasive speeches, narrative from a particular point of view, interview scripts, diaries, debate *The Old Man and the Sea*: descriptive writing		*The Odyssey*: Speeches (proclamation, persuasive, soliloquy), diary entry, dialogue, missing scene, postcard, advertisement *Percy Jackson*: Poetry in the form of an ode, soliloquy, setting descriptions, diary		*Extreme Planet:* non-chronological reports *The Last Bear*: Character profile, figurative descriptions, dialogue, monologue, logbook	

			speeches, short news report		entries, additional chapter, non-chronological reports	entry, scientific report
Grammar and Punctuation	**Y5 Focus** **Sentence**: Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun; Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] **Text**: Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]; Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] **Punctuation**: Brackets, dashes or commas to indicate parenthesis; Use of commas to clarify meaning or avoid ambiguity **Terminology for pupils**: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity **Y6 Focus** **Sentence:** Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]; The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] **Text**: Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis; Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] **Punctuation**: Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]; Use of the colon to introduce a list and use of semi-colons within lists; Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] **Terminology for pupils**: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points					
Spelling	Twinkl spelling programme for each year group. Include NC spelling objectives: **Y5 Focus** Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re–] **Y6 Focus** The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] How words are related by meaning as synonyms and antonyms [for example, big, large, little].					
Handwriting	Pupils should be taught to: ▪ write legibly, fluently and with increasing speed by: ▪ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters ▪ choosing the writing implement that is best suited for a task.					

Year 5/6 B												
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Key texts												
	Whole school Art/Poetry	Narrative	Narrative	Non fiction	Fairy tales	Narrative	Non fiction	Diary	Non fiction	Narrative	Classic	Narrative
Poem to learn by heart	The Tyger		Winter Judith Nicholls		The Listeners Walter de la Mare		The Jabberwocky Lewis Carroll		Geography Lesson Brian Patten		Hope is the Thing with Feathers Emily Dickinson	
Links to wider curriculum	Science: Our Blue Planet, Earth from Space History: Are developments in technology always a good thing? Geography: Biomes – Why do geographers study biomes? Black history month Science Week				Science: Properties and Changes of Materials History: Stone Age - How was Stonehenge built? Geography: Human geography – How is Taunton changing?				Science: Living things, Evolution and Inheritance, Health Ed History: What was the impact of the work of Isambard Kingdom Brunel? Geography: South America/Rainforests: How is the Amazon Rainforest changing?			
Writing outcomes	*The Lost Thing*: Diary entries, formal letters, adverts, character and setting descriptions, non-chronological reports		*Curiosity*: Proposal to NASA, information labels, short explanation, NASA log of Mars landing, news report *Hidden Figures*: Non-chronological reports, job adverts, formal persuasive letters, informal letters, diary entries, character		*Grimms Tales*: Retelling from a particular viewpoint, analyses, dialogue *Kaspar*: Character descriptions, reports, letters, advertising leaflet, balanced report		*Stone Age Boy*: https://old.harlowgreen.org/wp-content/uploads/2021/01/01.02.21-The-Stone-Age-Boy-text.pdf own journey story *Tightrope:* Information writing (Wikipedia page), letters of advice		*Animalium*: Information research and writing *Explorer*: Descriptive writing, brochure/ persuasive writing report, character descriptions, diary entries, formal letters		*The Tempest*: Setting description, character descriptions /comparisons, diary entry, dialogue *The Last Wild*: Poster, retellings, formal	

		descriptions, opinion pieces		(formal), writing in role, interviews, persuasive speeches		
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