English Maps – Teaching English Through Novels (2018-19)

	Autumn 1 7 weeks	Autumn 2 8 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 5 weeks	Summer 2 7 weeks
Text:	Boy By Roald Dahl	Skellig By David Almond	The Railway Children By E Nesbit	SATS revision Short By Kevin Crossley - Holland	SATs wk 4	Preparation for end of year production
Genre & Key Objectives	Biographies and Autobiographies The children will read extracts from 'Boy' and 'Going Solo' by Roald Dahl and 'Singing for Mrs Pettigrew/ Homecoming' by Michael Morpurgo and compare these to various biographies of two authors. They will write their own autobiography. Grammar: Create and manipulate complex sentences and expand use of subordinating conjunctions. Consolidate punctuation from previous year groups including inverted commas. Link ideas across paragraphs using adverbials for time, place and numbers e.g. *later, nearby, secondly.* Use expanded noun phrases to convey complicated information concisely. Writing: Identify the audience and purpose. Select the appropriate language and structures. Use similar writing models. Note and develop ideas. Draw on reading and research.	Writing in the style of significant Authors The children will read 'Skellig' by David Almond and use this a model to write an extra chapter for the book using a similar author style. Grammar: Adverbials of time, place and number Use elaborated language of description, including expanded noun phrases, adjectives, adverbials and a variety of subordinate clauses, including relative clauses Use semi-colons to mark boundary between independent clauses. Writing: Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. *Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!"* Consciously control the use of different sentence structures for effect. Use a wide range of devices to build cohesion within and across paragraphs.	Writing in the style of Classic Fiction Children read this classic fiction text by E. Nesbit and discuss the author's use of language and how it differs from today. They use this language as a model to write a letter in role as one of the Railway Children. Grammar: Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: *in the meantime, meanwhile, in due course, until then.* Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause e.g. *I had eaten lunch when you came (past perfect);* Explore, collect and use vocabulary typical of E. Nesbit and the classic fiction genre Explore, collect and use question tags typical of informal speech and writing e.g. *"He's your friend, isn't he?"* Writing: Draw on similar writing models, reading and research. Compare how authors develop characters and settings (in books, films and performances).	Short Stories Looking at the genre of short stories using Short! By Kevin Crossley-Holland, children investigate the use of adverbials to link sentences and paragraphs. Children plan and write short spooky and mystery stories elaborated by the use of descriptive words and further details. Grammar: Use devices to build cohesion between paragraphs in narrative Use **ellipsis** to link ideas between paragraphs. Use repetition of a word or phrase to link ideas between paragraphs. Identify and use **semi-colons** to mark the boundary between independent Identify and use **semi-colons** within lists. Explore, collect and use question tags typical of informal speech and writing e.g. *"He's your friend, isn't he?"* Writing*:* Identify audience and purpose. Choose appropriate text-form and type for all writing. Select the appropriate structure, vocabulary and grammar.	Final 3 wks of SATs revision. Revision of Y6 SPaG objectives. Stand-alone written pieces of different genres.	Prepare poems and plays to read aloud and to perform, using tone and volume to ensure the meaning is clear to an audience Explain and discuss my understanding of texts (including through formal presentations and debates), maintaining a focus on the topic and using notes where appropriate Improvise using a range of drama strategies and conventions to explore themes such as hopes, fears, desires Consider the overall impact of a live or recorded performance, identifying dramatic ways of conveying characters' ideas and building tension [creative entitlement Devise a performance considering how to adapt the performance for a specific audience

	Select *appropriate* structure, vocabulary and grammar. Blend action, dialogue and description within and across paragraphs. Use different sentence structures with increasing control (see VGP). Use devices to build cohesion	Deviate narrative from linear or chronological sequence e.g. *flashbacks, simultaneous actions, time-shifts.*	Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. Consciously control the use of different sentence structures for effect. Use a wide range of devices to build cohesion within and across paragraphs. Use active and passive voice to achieve intended effects	Draw on similar writing models, reading and research. Compare how authors develop characters and settings (in books, films and performances). Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. *Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!"* Consciously control the use of different sentence structures for effect. Use a wide range of devices to build cohesion within and across paragraphs. Deviate narrative from linear or chronological sequence e.g. *flashbacks, simultaneous actions, time-shifts.* Combine text-types		
END OUTCOME	Autobiography	Creating tension and introducing a new character.	Writing in the style of classic fiction	Short mystery/horror stories.		
Genre & Key Objectives	Information Text Children research the countries mentioned in Dahls autobiographies 'Boy' and 'Going Solo' and write an entry for a Roald Dahl Atlas. Grammar: Beginning to understand the use of active and passive verbs, especially the use of the passive form in reports. Punctuate bullet points consistently.	Argument and debate Balanced argument The theme of homeschooling is explored in this book. The children will research this further and take part in a class debate arguing 'for' or 'against' homeschooling. They will then use this to write a balanced argument. Grammar: Manipulate sentences to create particular	Power of Imagery *Read The Convergence of the Twain* by Thomas Hardy and use this as a model to write their own poem about the train and the landslide Grammar: Investigate and collect a range of synonyms and antonyms e.g. *mischievous, wicked, evil, impish, spiteful, well-behaved..*	Instructions and Explanations related to cross-curricular topics Essential books: *Sue Palmer's Books of Instructions and Explanations* Grammar includes: Using brackets, dashes and commas to indicate parenthesis; using semi-colons, colons or dashes to mark boundaries between main clauses; using colons to introduce		

	Identify and use colons to introduce a list. Identify and use semi-colons within lists. Writing: Identify audience and purpose. Choose appropriate text-form and type for all writing. Consciously control the use of different sentence structures for effect. Use a wide range of devices to build cohesion within and across paragraphs. Evaluate, select and use a range of organisation and presentational devices to structure text for different purposes and audiences e.g. *headings, sub-headings, columns, bullet points, tables.* Use active and passive voice to achieve intended effects e.g. *formal reports, explanations and mystery narrative.*	effects. Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. adverbials such as: *on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.* Use repetition of a word or phrase to link ideas between paragraphs. Explore and investigate active and passive Explore, collect and use vocabulary typical of formal speech and writing Identify audience and purpose. Explore, collect and use subjunctive forms for formal speech and writing e.g. *If I were able to come to your party, I would; The school requires that all pupils be honest.* Writing: Choose appropriate text-form and type for all writing. Select the appropriate structure, vocabulary and grammar. Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. Select appropriate register for formal and informal purposes, e.g. a speech for a debate (formal), Use a wide range of devices to build cohesion	Manipulate sentences to create particular effects. Writing: Select the appropriate structure, vocabulary and grammar. Draw on similar writing models, reading and research. Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. Consciously control the use of different sentence structures for effect. Use appropriate and effective intonation and volume. Add gesture and movement to enhance meaning. Encourage and take account of audience engagement.	lists; punctuating bullet points consistently.		

		within and across paragraphs. Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing – e.g. *repeated use of 'and' to convey tedium,* Use active and passive voice to achieve intended effects e.g. *formal reports* Use appropriate and effective intonation and volume. Add gesture and movement to enhance meaning.			
END OUTCOME	Roald Dahl Atlas	Arguments for and against home schooling	Poem about the train.	Instructions and explanations linked to cross-curricular topics	