



Roby Park Primary School



Y5/6 Literature Spine – Cycle B

Texts Blocks, Links and suggested outcomes				
Autumn		Spring		Summer
Topics	The Mighty Mayans	Invade, Conquer & Divide		Keep Calm and Carry On
Writing Opportunities	<ul style="list-style-type: none"> Mayan temple flip books – non chronological report Flowcharts for society Timeline scrap books Flap books linked to calendar or language Explanation text – how to play Pok aTok 	<ul style="list-style-type: none"> Sail – writing under flaps diary entry Mr P ICT Battle Cry unit - Vikings Legends comparing with Newspaper Ship's log 		<ul style="list-style-type: none"> Letters Ration books Biographies Write own speeches in the style of Winston Churchill
English Literature Texts	There's a Boy in the Girls' Bathroom – Louis Sachar	Street Child - Berlie Doherty	Rose Blanche - Roberto Innocenti/Ian McEwan	Rooftoppers - Katherine Rundell
Hook	School backpack with items relating to Bradley.	Victorian experience day. Children to dress up as Victorians	Evacuation day	Pastel picture reflecting the roof tops of Paris, model gargoyles from clay. French food tasting. Tightrope walker visit
Wider Reading	The Boy in the Striped Pyjamas - John Boyne The Diary of Anne Frank Holes - Louis Sachar Secret Friends - Elizabeth Laird Cloud Busting - Malorie Blackman Indigo's Star - Hilary McKay Little Beauty - Anthony Browne Charlotte's Web - E.B. White The Weight of Water - Sarah Crossman The Adventures of Odysseus – Hugh Lupton Princess' Blanket - Carol Ann Duffy Varmints – Helen Ward	Otto: The Autobiography of a Teddy Bear - Tomi Ungerer My Secret War Diary by Flossie Albright - Marcia Williams Azzi In Between - Sarah Garland The Silence Seeker - Ben Morley and Carl Pearce Moon Man - Tomi Ungerer Green Lizards vs Red Rectangles - Steve Antony The Arrival by Shaun Tan Alice's Adventures in Wonderland - Lewis Carroll Coraline - Neil Gaiman The Lion, The Witch and the Wardrobe - C.S. Lewis The Voyage of the Dawn Treader - C.S. Lewis A Wrinkle in Time - Madeleine L'Engle		The Lion and the Unicorn - Shirley Hughes Goodnight Mister Tom - Michelle Magorian War Boy - Michael Foreman Oranges in No Man's Land - Elizabeth Laird The Unforgotten Coat - Frank Cottrell Boyce After Tomorrow - Gillian Cross His Dark Materials - Philip Pullman Tom's Midnight Garden - Philippa Pearce The Many Worlds of Albie Bright - Christopher Edge Skellig - David Almond The Matchbox Diary - Paul Fleischman The London Eye Mystery - Siobhan Dowd
Spoken English Outcomes	<ul style="list-style-type: none"> Maintain attention and participate actively in collaborative conversations, responding to comments Ask relevant questions to extend their understanding and build vocabulary and knowledge Listen and respond appropriately to adults and peers Articulate and justify answers and opinions Use spoken language to develop understanding through speculating, imagining and exploring ideas Participate in discussions, presentations, performances and debate 	<ul style="list-style-type: none"> Maintain attention and participate actively in collaborative conversations, responding to comments about the text Ask relevant questions to extend their understanding and build vocabulary and knowledge Listen and respond appropriately to adults and peers Articulate and justify answers and opinions Use spoken language to develop understanding through speculating, imagining and exploring ideas Participate in discussions, presentations, performances and debates Consider and evaluate different viewpoints, attending to the contributions of others Select and use appropriate registers for effective communication Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama 		<ul style="list-style-type: none"> Listen and respond appropriately to adults and their peers; Ask relevant questions to extend their understanding and knowledge; Use relevant strategies to build their vocabulary; Articulate and justify answers, arguments and opinions; Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings; Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments; Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas;



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				<ul style="list-style-type: none"> Participate in discussions, presentations, performances, role play, improvisations and debates; Consider and evaluate different viewpoints, attending to and building on the contributions of others.
Written Outcomes A minimum of 3 outcomes per half term	#1: Diary #2: Letter #3: Explanation text #4: Character profile #5: Report writing #6: Contemporary narrative	#1: Newspaper report #2: Writing in role #3: Rewriting parts of the narrative as a play script	#1: Writing in role #2: Diary writing #3: Journalistic writing	#1: Diary #2: Writing in role #3: Newspaper #4: Poetry #5: Explanation #6: Epilogue
Spellings	Year 5 <ul style="list-style-type: none"> Words with endings that sound like /shuhs/ spelt with cious Words with endings that sound like /shuhs/ spelt with -tious or -ious Words with the short vowel sound /i/ spelt with y Words with the long vowel sound /i/ spelt with y Homophones and near homophones Spell some more complex words correctly including words that are often misspelt. Use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically. Use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary. Use a thesaurus. Silent letters Modal verbs Words ending in ment Adverbs of possibility and frequency Creating nouns using -ity suffix Creating nouns using -ness suffix Creating nouns using -ship suffix 	Year 5 <ul style="list-style-type: none"> Creating nouns using -ity suffix Creating nouns using -ness suffix Creating nouns using -ship suffix Homophones & Near Homophones Spell some more complex words correctly including words that are often misspelt. Use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically. Use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary. 	Year 5 <ul style="list-style-type: none"> Words with an /or/ sound spelt 'or' Words with /or/ sound spelt 'au' Convert nouns or adjectives into verbs using the suffix -ate Convert nouns or adjectives into verbs using the suffix -ise Convert nouns or adjectives into verbs using the suffix -ify Convert nouns or adjectives into verbs using the suffix -en Spell some more complex words correctly including words that are often misspelt. Use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words 	Year 5 <ul style="list-style-type: none"> Words containing the letter string 'ough' Adverbials of time. Adverbials of place Words with an /ear/ sound spelt 'ere' Spell some more complex words correctly including words that are often misspelt. Use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically. Use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary. Use a thesaurus. Unstressed vowels in polysyllabic words Adding verb prefixes de- and re- Adding verb prefix over- Convert nouns or verbs into adjectives using suffix -ful Convert nouns or verbs into adjectives using suffix -ive Convert nouns or verbs into adjectives using suffix -al Spell some more complex words correctly including words that are often misspelt.



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		<ul style="list-style-type: none"> Use a thesaurus. 	<ul style="list-style-type: none"> needs to be learnt specifically. Use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary. Use a thesaurus. 	<ul style="list-style-type: none"> Use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically. Use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary. Use a thesaurus.
	<p>Year 6</p> <ul style="list-style-type: none"> Ambitious Synonyms: Adjectives Homophones & Near Homophones: Nouns that end in -ce/-cy and verbs that end in -se/-sy Adjectives ending in -ant into nouns ending in -ance/-ancy Adjectives ending in -ent into nouns ending in -ence/-ency Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel. Hyphens: To join compound adjectives to avoid ambiguity Spell some more complex words correctly including words that are often misspelt. Use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically. Use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary. Use a thesaurus. Words ending in -able Words ending in -ably Word families based on common words, showing how words are related in form and meaning Creating diminutives using prefixes micro- or mini- 	<p>Year 6</p> <ul style="list-style-type: none"> Adding suffixes beginning with vowel letters to words ending in -fer Words with a long/e/ sound spelt 'ie' or 'ei' after c (and exceptions) Word families based on common words, showing how words are related in form and meaning Spell some more complex words correctly including words that are often misspelt. Use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically. Use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary. Use a thesaurus. 	<p>Year 6</p> <ul style="list-style-type: none"> Words with endings which sound like/shuhl/ after a vowel letter Words with endings which sound like/shuhl/ after a consonant letter Words with a 'soft c' spelt /ce/ Word families based on common words, showing how words are related in form and meaning Spell some more complex words correctly including words that are often misspelt. Use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically. Use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary. Use a thesaurus. 	<p>Year 6</p> <ul style="list-style-type: none"> Word families based on common words, showing how words are related in form and meaning Words that can be nouns and verbs Words with a long /o/ sound spelt 'ou' or 'ow' Words ending in -ible Words ending in -ibly Spell some more complex words correctly including words that are often misspelt. Use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically. Use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary. Use a thesaurus. Synonyms and antonyms
Composition	Year 5	Year 5	Year 5	Year 5



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	<ul style="list-style-type: none">• I can plan my writing by identifying the audience for and purpose of the writing, using other similar writing as models for my own work.• I can plan my writing by noting down and developing my initial ideas, drawing on reading other writing where necessary.• I can plan my writing of narratives by considering how authors have developed characters and settings in what the class have read, heard and seen in other stories, plays or films.• I can draft and write by selecting the correct grammar in my writing. I can use capital letters, full stops, question marks, exclamation marks, <i>commas, apostrophes, brackets and hyphens correctly in my work.</i>• I can write pieces describing settings, characters and atmosphere, and include speech that helps picture the character and their personality or mood.• <i>I can draft and write by using words such as then, after that, this, firstly, to build connections in a paragraph.</i>• I can draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before.• I can set out my work correctly and use headings, bullet points, or underlining depending on the purpose of my writing e.g. letter, leaflet, information text, instructions.• I can use different verb forms with consideration for the audience and purpose.• I can give feedback on and improve my own writing and my classmates' writing.• I can give feedback on and edit vocabulary, grammar and punctuation to make writing clearer.• I can mark and edit work to have the correct tense throughout.• I can mark and edit work to have the correct subject and verb agreement.• I can read work looking for spelling errors and correct them using a dictionary.• I can proof-read for punctuation errors, including the use of brackets and other devices, such as commas or hyphens, used for the same purpose.	<ul style="list-style-type: none">• I can plan my writing by identifying the audience for and purpose of the writing, using other similar writing as models for my own work.• I can plan my writing by noting down and developing my initial ideas, drawing on reading other writing where necessary.• I can plan my writing of narratives by considering how authors have developed characters and settings in what the class have read, heard and seen in other stories, plays or films.• I can draft and write by selecting the correct grammar in my writing. 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I can use capital letters, full stops, question marks, exclamation marks, <i>commas, apostrophes, brackets and hyphens correctly in my work.</i>• I can write pieces describing settings, characters and atmosphere, and include speech that helps picture the character and their personality or mood.• <i>I can draft and write by using words such as then, after that, this, firstly, to build connections in a paragraph.</i>• I can draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before• I can set out my work correctly and use headings, bullet points, or underlining depending on the purpose of my writing e.g. letter, leaflet, information text, instructions• I can use different verb forms with consideration for the audience and purpose.• I can give feedback on and improve my own writing and my classmates' writing.• I can give feedback on and edit vocabulary, grammar and punctuation to make writing clearer.• I can mark and edit work to have the correct tense throughout.• I can mark and edit work to have the correct subject and verb agreement.
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	<ul style="list-style-type: none"> I can perform my own work to a group with some confidence, changing the tone and volume of my voice to make the meaning clear. 	<ul style="list-style-type: none"> I can proof-read for punctuation errors, including the use of brackets and other devices, such as commas or hyphens, used for the same purpose. 	<ul style="list-style-type: none"> I can read work looking for spelling errors and correct them using a dictionary.
		<p>I can perform my own work to a group with some confidence, changing the tone and volume of my voice to make the meaning clear.</p>	<ul style="list-style-type: none"> I can proof-read for punctuation errors, including the use of brackets and other devices, such as commas or hyphens, used for the same purpose I can perform my own work to a group with some confidence, changing the tone and volume of my voice to make the meaning clear.
<p>Vocabulary punctuation and grammar</p>	<p>Year 5</p> <ul style="list-style-type: none"> I can change nouns or adjectives into verbs by adding suffixes such as -ate, -ise, -ify e.g. elasticate, standardise, solidify I can understand verb prefixes e.g. dis-, de-, mis-, over- and re-. Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. I can add information to my sentences using relative clauses starting with who, which, where, when, whose, that, or by missing out the pronoun. I can indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must. I can use devices to build cohesion within a paragraph e.g. then, after that, this, firstly. I can link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before. I can use brackets and can also use dashes or commas for the same purpose. I can understand the following terms: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity 	<p>Year 5</p> <ul style="list-style-type: none"> I can change nouns or adjectives into verbs by adding suffixes such as -ate, -ise, -ify e.g. elasticate, standardise, solidify. I can understand verb prefixes e.g. dis-, de-, mis-, over- and re-. I can add information to my sentences using relative clauses starting with who, which, where, when, whose, that, or by missing out the pronoun. I can indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must. I can use devices to build cohesion within a paragraph e.g. then, after that, this, firstly. I can link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before. I can use brackets and can also use dashes or commas for the same purpose. I can understand the following terms: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity 	<p>Year 5</p> <ul style="list-style-type: none"> I can change nouns or adjectives into verbs by adding suffixes such as -ate, -ise, -ify e.g. elasticate, standardise, solidify. I can understand verb prefixes e.g. dis-, de-, mis-, over- and re- I can add information to my sentences using relative clauses starting with who, which, where, when, whose, that, or by missing out the pronoun. I can indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must. I can use devices to build cohesion within a paragraph e.g. then, after that, this, firstly. I can link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before. I can use brackets and can also use dashes or commas for the same purpose. I can understand the following terms: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity
	<p>Year 6</p> <ul style="list-style-type: none"> I can change the vocabulary to suit the purpose such as using formal and informal language appropriately in my writing I can understand how words are related by meaning as synonyms and antonyms. I can use grammar and vocabulary which is suited to the purpose of my writing. 	<p>Year 6</p> <ul style="list-style-type: none"> I can change the vocabulary to suit the purpose such as using formal and informal language appropriately in my writing. I can understand how words are related by meaning as synonyms and antonyms. I can use grammar and vocabulary which is suited to the purpose of my writing. 	<p>Year 6</p> <ul style="list-style-type: none"> I can change the vocabulary to suit the purpose such as using formal and informal language appropriately in my writing. I can understand how words are related by meaning as synonyms and antonyms. I can use grammar and vocabulary which is suited to the purpose of my writing.



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	<ul style="list-style-type: none"> • I can write pieces describing settings, characters and atmosphere • I can include dialogue in my writing to convey character and advance the action • I can draft and write by accurately précising longer passages. • I can use different techniques to make my writing flow and link paragraphs. • I can set out my work using headings, sub-headings, columns, tables or bullet points to structure the text and to guide the reader. • I can give reasoned feedback on mine and others' work to improve it. • I can give reasoned feedback on a text and suggest changes to vocabulary, grammar and punctuation to make the meaning clearer. • I can mark and edit work to have the correct tense throughout. • I can mark and edit work to have the correct subject and verb agreement. • I recognise differences between the language of speech and writing and can choose sensibly • I can read work looking for spelling errors and correct them using a dictionary. • I can proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, and use of hyphens. • I can confidently perform my own work to a group and make sure it sounds interesting, controlling the tone and volume so that its meaning is clear. 	<ul style="list-style-type: none"> • I can write pieces describing settings, characters and atmosphere • I can include dialogue in my writing to convey character and advance the action • I can draft and write by accurately précising longer passages. • I can use different techniques to make my writing flow and link paragraphs. • I can set out my work using headings, sub-headings, columns, tables or bullet points to structure the text and to guide the reader. • I can give reasoned feedback on mine and others' work to improve it. • I can give reasoned feedback on a text and suggest changes to vocabulary, grammar and punctuation to make the meaning clearer. • I can mark and edit work to have the correct tense throughout. • I can mark and edit work to have the correct subject and verb agreement. • I recognise differences between the language of speech and writing and can choose sensibly • I can read work looking for spelling errors and correct them using a dictionary • I can proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, and use of hyphens • I can confidently perform my own work to a group and make sure it sounds interesting, controlling the tone and volume so that its meaning is clear. 	<ul style="list-style-type: none"> • I can write pieces describing settings, characters and atmosphere • I can include dialogue in my writing to convey character and advance the action • I can draft and write by accurately précising longer passages. • I can use different techniques to make my writing flow and link paragraphs. • I can set out my work using headings, sub-headings, columns, tables or bullet points to structure the text and to guide the reader. • I can give reasoned feedback on mine and others' work to improve it. • I can give reasoned feedback on a text and suggest changes to vocabulary, grammar and punctuation to make the meaning clearer. • I can mark and edit work to have the correct tense throughout. • I can mark and edit work to have the correct subject and verb agreement. • I recognise differences between the language of speech and writing and can choose sensibly • I can read work looking for spelling errors and correct them using a dictionary • I can proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, and use of hyphens <p>I can confidently perform my own work to a group and make sure it sounds interesting, controlling the tone and volume so that its meaning is clear.</p>
<p>Handwriting</p>	<p>Year 5</p> <ul style="list-style-type: none"> • I can write increasingly legibly, fluently and with increasing speed through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters. <hr/> <p>Year 6</p> <ul style="list-style-type: none"> • I can write legibly, fluently and with increasing speed, deciding whether or not to join specific letters 		