

Progression of texts used throughout the year.

YEARS 5/6 (A)	NAME OF TEXT	AUTHOR	KEY LITERACY FOCUS FROM THIS TEXT
Term 1	The Explorer (fiction)	Katherine Rundell	Link with geography topic: A Study of South America and the Amazon Rainforest. GPS: Use of colons and semi-colons Composition: Diary Writing (first person, variation of sentence openers, informal language , contractions, thoughts and feelings) Descriptive Writing (creating word banks, ambitious adjectives, figurative language). Comprehension: Make developed inferences; explain and justify with textual evidence to support reasoning; make predictions which are securely rooted in the text; summarise content; use quotations to illustrate viewpoint; explain understanding through formal presentation and debate.
	The Mollie Bird (fiction)	Jules Pottle	A narrative poem that tells the story of natural selection. An excellent picture book to introduce discussion and misconceptions about evolution.
	A range of non-fiction texts about cold-blooded animals.	Various authors.	Link with science topic: Living Things and Their Habitats. GPS: Hyphenated adjectives, passive voice, subordinating and co-ordinating conjunctions. Composition: Information Text (topic sentences, compound and complex sentences, cohesion within sentences and across paragraphs, mind-mapping, scientific language) Comprehension: Retrieve, record and present information from non-fiction texts; identify language, structural and presentational features in texts and explain how they contribute to meaning.
Term 2	The Explorer	Katherine Rundell	Reading for Pleasure.

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	<p>The Vanishing Rainforests † (fiction)</p>	Richard Platt	<p>Demonstrate a positive attitude by frequently reading a wide range of texts for pleasure, both fiction and non-fiction.</p> <p>Issues connected to rainforest deforestation.</p>
	<p>The Amazon and Us (non-fiction)</p>	WWF Publication	<p>Explores the Amazon as a resource and outlines products that originate from the rainforest.</p> <p>GPS: Scientific and technical language (morphology and etymology of words)</p> <p>Composition: Letter of persuasion (formal language, persuasive devices, rhetorical questions, facts and opinions, emotive language)</p> <p>Comprehension: Distinguish between fact and opinion. Retrieve, record and present information from non-fiction texts. Participate in discussion about texts, expressing and justifying opinions, building on ideas and challenging other's views courteously. Explain understanding through formal presentation and debate, maintaining a focus on the topic.</p>
<p>Terms 3 and 4</p>	<p>Anne Frank's Diary (extracts from the diary)</p>	Anne Frank	<p>Link with history topic: World War Two.</p> <p>GPS: Variation of sentence openers when writing in the first person.</p> <p>Composition: To support historical enquiry question: Who was Anne Frank? Write a biography of Anne Frank to include quotes from her diary. Write a diary entry in role as Anne Frank about her thoughts on the Nazi occupation.</p> <p>Comprehension: Draw hidden inferences, justifying with textual evidence, including quotations which illustrate and make reasoned predictions from implied details.</p> <p>Work out the nuanced meanings of words and phrases in context.</p>

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<p>Goodnight + Mr Tom (fiction)</p>	<p>Michelle Magorian</p>	<p>Link with history topic: World War 2 GPS: Adverbial starters, emotive language, full range of punctuation, complex sentences. Composition: Write a first person recount of an evacuation during World War 2. Write a narrative which conveys mood and shifts in time. Comprehension: Response to texts: explore key themes (e.g. relationships) Evaluate author's use of language on the reader. Draw hidden inferences, justifying with textual evidence. Work out the nuanced meanings of words in a text.</p>
<p>War Boy: A Wartime Childhood</p>	<p>Michael Foreman</p>	<p>Link with bombing raids of WW2. Composition: Write a person recount of a bombing raid using descriptive language to create atmosphere.</p>
<p>The Speeches of Winston Churchill.</p>	<p>Winston Churchill</p>	<p>Link with history topic: World War 2 Comprehension: Discuss author's use of language and impact on the reader. Identify and talk about figurative language and its impact.</p>
<p>Non-fiction texts about World War 2</p>	<p>Various authors</p>	<p>Link with history topic: World War 2 GPS: Use of relative clauses. Use of expanded noun phrases. Punctuation for parenthesis. Composition: Evaluate the impact of the Blitz on British cities. Comprehension: Retrieve key information. Distinguish between fact and opinion.</p>

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Term 5	<p>The Wind in the Willows (fiction)</p>	Kenneth Grahame	<p>Increase familiarity from a wide range of books including books from our literary heritage.</p> <p>GPS: Use of imperative verbs. Use of figurative language. Recognising vocabulary appropriate for formal speech including subjunctive forms. Use of relative clauses. Brackets, dashes and commas for parenthesis.</p> <p>Composition: Narrative writing - Use of personification to describe a river setting. Characterisation: Developing a character through action, speech and description. The Wild Wood: Creating tension and suspense.</p> <p>Comprehension: Identify and discuss themes and conventions. Author's use of figurative language. Inferring characters' feelings, thoughts and motives from their actions.</p>
	<p>A selection of poems to learn by heart.</p>	<ul style="list-style-type: none"> • The Jabberwockey (Lewis Carroll) • The Pig (Roald Dahl) • From a Railway Carriage (RLS) • The Tyger (William Blake) • The Listeners (Walter de la Mare) 	<p>Learn a range of poetry by heart. Prepare poems to read aloud and perform, showing understanding through intonation, tone and volume.</p>

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Term 6	The Time Travelling Cat and the Aztec Sacrifice (fiction)	Julia Jarman	<p>Link with history topic: The Aztecs</p> <p>GPS: Modal verbs (degrees of possibility).</p> <p>Composition: Write a play script based on a chosen chapter.</p> <p>Comprehension: Predicting what might happen from details stated or implied.</p> <p>Summarising main ideas and identifying key details that support the main ideas.</p>
	Various non-fiction books about the Aztecs.		<p>Independent enquiry. Pupils choose an area of interests and use a range of sources to research one aspect of the Aztec civilisation.</p> <p>GPS: Using colons to introduce a list. Punctuating bullet points consistently.</p> <p>Composition: Discuss and evaluate one aspect of the Aztec civilisation.</p> <p>Comprehension: Distinguish between statements of fact and opinion.</p> <p>Retrieve, record and present information from non-fiction. Discuss understanding of texts through formal presentation, maintaining a focus on the topic and using notes where necessary.</p>

Throughout the year, poems are read to the children on a daily basis and often used for handwriting practice. Poems are selected to link with school themes, areas of learning and national celebrations.

Poetry anthologies:

- The Lost Words (Robert Macfarlane and Jackie Morris)
- Read me a Poem for Every Day of the Year (Gaby Morgan)
- New and Collected Poems for Children (Carol Ann Duffy)
- What are we Fighting for? New poems about war (Roger Stevens and Brian Moses)
- Jumpstart Poetry (Pie Corbett)
- The Works KS2 (Pie Corbett)

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- The Poetry of Science (Anthology)
- A selection of classical poetry to learn by heart.