Upper Key Stage 2 Mixed Age Cycle B Yearly Overview.

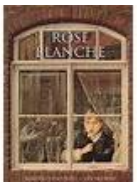
Texts	Word	Sentence	Text	Punctuation
Autumn 1  FArTHER by Grahame Baker Smith **Fiction Outcome**: Setting Narrative **Non-fiction Outcome**: Letter to recount	Y5 Develop understanding of the use of verb prefixes (un-, de-, re-, over-, dis-, mis-) The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone	Indicate degrees of possibility using modal verbs Develop understanding of expanded noun phrases to convey complicated information concisely Use fronted adverbials (Yr 4 recap)	Develop understanding in using devices to build cohesion within a paragraph	Use commas after fronted adverbials (Y4 recap) Use commas, brackets and dashes for parenthesis
	Y6 Understand how words are related by meaning as synonyms and antonyms Converting nouns or adjectives into verbs using suffixes (Year 5 recap) e.g.: - ate (captivate), -en (widen), -ify (intensify), -ise (hypnotise) The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing - informality of direct quote contrasting with formality of vocabulary choices	Using expanded noun phrases to convey complicated information concisely The difference between structures typical of informal speech and structures appropriate to formal	Use headings, sub-headings, columns and captions to structure information	Use range of punctuation precisely (speech punctuation) Indicate grammatical features using the semi-colon to mark the boundary between independent clauses Use hyphens to join words and avoid ambiguity

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Autumn 2  The Promise by Nicola Davies **Fiction Outcome**: Character Narrative **Non-fiction Outcome**: Bargain letter	Y5 Build on previous units & focus on: The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone Develop understanding and use of verb prefixes Converting nouns or adjectives into verbs using suffixes Build on previous units & focus on: Develop understanding and use of verb prefixes	Build on previous units & focus on: Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Build on previous units & focus on: Indicate degrees of possibility using modal verbs and adverbs	Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph	Build on previous units & focus on: Commas, brackets and dashes for parenthesis Use commas after fronted adverbials Build on previous units & focus on: Commas for parenthesis
Build on previous units & focus on: Understand how words are related by meaning as **synonyms and antonyms**, e.g. *destroyed/devastated*, *hopeful/hopeless*, *protect/destroy*. Build on previous units & focus on: **Converting nouns or adjectives into verbs using suffixes** – *-ate, -en, -ify, -ise*, e.g. *strengthen, beautify, modernise, activate*. Build on previous units & focus on: Use **precise vocabulary** to convey shades of meaning and create effect, e.g. *damaged → ruined → devastated*.	Build on previous units & focus on: Use **relative clauses** to add additional information, including relative clauses where the pronoun is omitted, e.g. *The trees **which once covered the city** had disappeared. / The trees **we planted** began to grow.* Build on previous units & focus on: Use **modal verbs and adverbs** to indicate different degrees of possibility and certainty, e.g. *The city **might** recover. / The environment will **certainly** improve.* Build on previous units & focus on: Use **different sentence structures for effect**, including short sentences for emphasis, e.g. *The girl made a promise.*	Build on previous units & focus on: Use **cohesive devices within and between paragraphs** to develop and connect ideas, e.g. *however, consequently, therefore, as a result, in contrast*. Build on previous units & focus on: Use **repetition of key words and phrases, pronouns and synonyms** to create cohesion across a text.	Build on previous units & focus on: Use **semi-colons, colons and dashes** to mark boundaries between independent clauses and link closely related ideas. Build on previous units & focus on: Use **hyphens** to avoid ambiguity and clarify meaning, e.g. *man-eating shark / man eating shark*.

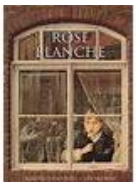
		She would change everything.		

Texts	Word	Sentence	Text	Punctuation
Spring 1  King Kong by Anthony Browne **Fiction Outcome**: Dilemma Narrative **Non-fiction Outcome**: Balanced Argument	Build on previous units & focus on: **Develop understanding of how words are related by meaning as synonyms and antonyms**, e.g. *enormous/giant*, *terrified/calm*, *capture/release*. Build on previous units & focus on: Understand the difference between vocabulary of **informal speech and vocabulary appropriate to formal speech and writing**, e.g. *"King Kong was really scary" → "King Kong was extremely intimidating*	Build on previous units & focus on: Use **expanded noun phrases to convey complicated information concisely**, e.g. *the enormous, terrifying creature from the mysterious island*. Build on previous units & focus on: Develop understanding of the **passive voice** to affect the presentation of information, e.g. *The sailors captured Kong → Kong was captured by the sailors.* Build on previous units & focus on: Use **relative clauses** to add detail, e.g. *Kong, who had been taken from his island, was displayed to the crowds.*	Build on previous units & focus on: Use **headings and sub-headings** to organise information clearly, e.g. *King Kong's Appearance*, *Life on Skull Island*, *Kong in New York*. Build on previous units & focus on: Use **paragraphs to organise ideas around a theme**, ensuring information is logically ordered.	Build on previous units & focus on: Use **semi-colons to link closely related independent clauses**, e.g. *Kong was enormous; the crowds were terrified.* Build on previous units & focus on: Use **dashes to add additional information**, e.g. *Kong was a powerful creature – feared by everyone who saw him.* Build on previous units & focus on: Use **commas to clarify meaning and avoid ambiguity**.

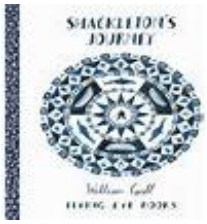
	Build on previous units & focus on: Develop understanding of how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone	Build on previous units & focus on: Using expanded noun phrases to convey complicated information concisely Understand the difference between structures typical of informal speech and structures appropriate to formal Develop understanding of the passive to affect the presentation of information in a sentence Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal speech in writing Use of the subjunctive form in some very formal speech and writing	Build on previous units & focus on: Using headings and sub-headings to organise information Build on previous units & focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices	Build on previous units & focus on: Use semi-colons, and dashes to mark the boundary between independent clauses Use commas to clarify meaning and avoid ambiguity Build on previous units & focus on: Use semi-colons, colons and dashes to mark the boundary between independent clauses Use hyphens to avoid ambiguity

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Spring 2  Rose Blanche By Ian McEwan **Outcome**: Diary **Outcome**: Bravery Award Speech	Build on previous units & focus on: **Develop understanding of how words are related by meaning as synonyms and antonyms**, e.g. *peaceful/violent*, *brave/frightened*, *hopeful/despairing*. Build on previous units & focus on: Understand the difference between vocabulary of **informal speech and vocabulary appropriate to formal speech and writing**, e.g. *"It was really awful" → "It was extremely distressing."* Build on previous units & focus on: **Converting nouns or adjectives into verbs using suffixes**, e.g. *-ate* (*liberate*), *-en* (*strengthen*), *-ify* (*terrify*), *-ise* (*symbolise*).	Build on previous units & focus on: Use **expanded noun phrases to convey complicated information concisely**, e.g. *the frightened, young German girl with a kind heart*. Build on previous units & focus on: Develop understanding of the **passive voice** to affect the presentation of information, e.g. *The soldiers guarded the camp → The camp was guarded by the soldiers.* Build on previous units & focus on: Understand the difference between structures typical of **informal speech and structures appropriate to formal writing**, e.g. *"It was really horrible" → "It was deeply distressing."*	Build on previous units & focus on: Use **cohesive devices** to link ideas within and across paragraphs, e.g. *meanwhile, later, however, therefore, as a result*. Build on previous units & focus on: Use **headings and sub-headings** to organise information clearly, e.g. *Rose's Life*, *Life During the War*, *Rose's Discovery*.	Grammar: Punctuation Build on previous units & focus on: Use commas to clarify meaning and avoid ambiguity, e.g. After seeing the prisoners, Rose returned home. Build on previous units & focus on: Use semi-colons to link closely related independent clauses, e.g. Rose was frightened; she continued to visit the camp. Build on previous units & focus on: Use dashes to add additional information, e.g. Rose – a young girl living through wartime – noticed the prisoners

	Build on previous year & focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms Converting nouns into verbs using suffixes (reinforce from Y5) The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing - informality of direct quote contrasting with formality of vocabulary choices	Build on previous year & focus on: The difference between structures typical of informal speech and structures appropriate to formal - use of question tags in informal speech Develop understanding of the passive to affect the presentation of information in a sentence Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal Using expanded noun phrases to convey complicated information concisely	Build on previous year & focus on: using a wider range of cohesive devices - adverbials Build on previous units & focus on: Use headings, sub-headings, columns and captions to structure information	Build on previous year & focus on: Semi-colons within detailed lists Indicate grammatical features using the semi-colon to mark the boundary between independent clauses Dashes and commas to indicate parenthesis Build on previous units & focus on: Use hyphens to join words and avoid ambiguity Use range of punctuation taught at KS2 (Speech punctuation) Use the semi-colon as the boundary between independent clauses

Texts	Word	Sentence	Text	Punctuation
Summer 1  Origin of Species By Sabina Radeva **Outcome**: Discovery Narrative **Outcome**: Explanation Text	Build on previous units & focus on: Understand how words are related by meaning as **synonyms and antonyms**, e.g. *similar/different*, *adapted/unsuited*, *increase/decrease*. Build on previous units & focus on: Select **precise vocabulary** appropriate to formal scientific writing, e.g. *observe, investigate, evidence, variation, adaptation, species*. Build on previous units & focus on: **Converting nouns and adjectives into verbs using suffixes**, e.g. *classification → classify*, *variation → vary*, *strength → strengthen*.	Build on previous units & focus on: Use **expanded noun phrases to convey complicated information concisely**, e.g. *the gradual adaptation of species to changing environments*. Build on previous units & focus on: Use the **passive voice** to present information objectively, e.g. *Darwin observed the finches → The finches were observed by Darwin.* Build on previous units & focus on: Use **relative clauses** to add precise scientific information, e.g. *Species that are better adapted to their environment are more likely to survive.*	Build on previous units & focus on: Use a range of **cohesive devices**, including synonyms and adverbials, to link ideas within and across paragraphs, e.g. *these organisms, subsequently, as a result, therefore*. Build on previous units & focus on: Make **accurate tense choices** throughout writing, e.g. past tense when describing Darwin's investigations and present tense when explaining scientific facts. Build on previous units & focus on: Use **headings and sub-headings** to structure information clearly, e.g. *Darwin's Observations*, *Variation Within Species*, *Natural Selection*.	Build on previous units & focus on: Use **dashes, colons and semi-colons** to mark boundaries between independent clauses, e.g. *Darwin collected evidence from many species; his observations helped develop his theory.* Build on previous units & focus on: Use **colons to introduce a list**, e.g. *Darwin studied several features: size, shape, colour and behaviour.* Build on previous units & focus on: Use **semi-colons within detailed lists**, e.g. *Darwin examined finches from different islands; tortoises from the Galápagos; and other native species.* Build on previous units & focus on: Use **hyphens to avoid ambiguity**, where appropriate, e.g. *small-scale changes* and *small scale changes*.

	Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing Build on previous units & focus on: Develop understanding of how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing	Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal Using expanded noun phrases to convey complicated information concisely Use the subjunctive forms in some very formal writing and speech Build on previous units & focus on: Using expanded noun phrases to convey complicated information concisely Understand the difference between structures typical of informal speech and structures appropriate to formal Develop understanding of the passive to affect the presentation of information in a sentence Use the subjunctive forms in some very formal writing and speech	Build on previous units & focus on: Use headings and sub-headings to structure information Build on previous units & focus on: Using cohesive devices, e.g. synonyms Accurate tense choices throughout the writing	Build on previous units & focus on: Use dashes, colons and semi-colons to mark the boundary between independent clauses Use colons to introduce a list Build on previous units & focus on: Use semi-colons, colons and dashes to mark the boundary between independent clauses Use hyphens to avoid ambiguity Use colons to introduce a list Use semi-colons within lists

Texts	Word	Sentence	Text	Punctuation
Summer 2  Shackleton's Journey by William Grill **Fiction Outcome**: Endurance Narrative **Non-fiction Outcome**: Biography	Y5 Converting nouns or adjectives into verbs using suffixes e.g.: -ate (captivate), -en (widen), -ify (intensify), -ise (hypnotise) Verb prefixes re-, dis-,	Indicating degrees of possibility using adverbs Indicating degrees of possibility using modal verbs Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	Use a range of devices to build cohesion within a paragraph.	Use commas to clarify meaning and avoid ambiguity Indicate parenthesis using brackets
	Y6 Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing	Using expanded noun phrases to convey complicated information concisely Understand the difference between structures typical of informal speech and structures appropriate to formal Develop understanding of the passive to affect the	Using headings and sub-headings to organise information	Use semi-colons and dashes to mark the boundary between independent clauses Use commas to clarify meaning and avoid ambiguity (Yr5 recap)

		presentation of information in a sentence		