

**English Intent Document – St Briavels Parochial C of E Primary School**  
**September 2021 Onwards**

**Foxglove (Years 5 and 6) Chronological age 9-11**

**Core Texts**

**Year A: 2022-2023**

<b>Term</b>	<b>Title</b>	<b>Author</b>	<b>Genre</b>	<b>Main Character</b>	<b>Setting</b>	<b>Driver link</b>
1	The Arrival	Shaun Tan	Picture/ Contemporary Fiction	White Male	Migration from one country to another.	Diversity
2	The London Eye Mystery	Siobhan Dowd	Mystery	Male and Female	London	Diversity
3	Floodland	Marcus Sedgwick	Adventure/ Fantasy	White Female	Island	Belonging
4	The Last Human	Lee Bacon	Sci-Fi	Robot White Female	Future Earth	Independence
5	Tom's Midnight Garden	Philippa Pearce	Time Travel	White Male	Home	Active
6	There's A Boy in the Girl's Bathroom	Louis Sachar	Contemporary Fiction	Male	School	Diversity

**Year B: 2021-2022**

<b>Term</b>	<b>Title</b>	<b>Author</b>	<b>Genre</b>	<b>Main Character</b>	<b>Setting</b>	<b>Driver link</b>
1	The Viewer	Gary Crew	Picture/ War/ Fantasy	Male	Various	Active
2	Stay where you are and then leave	John Boyne	Historical Mystery	White male	Home	Belonging
3	Pig-Heart Boy	Malory Blackman (BAME Author)	Coming – of – age	Black Male	Home/ School	Diversity
4	Brightstorm: A Skyship Adventure	Vashti Hardy	Fantasy Adventure	Siblings	Fantasy	Active
5	The Eye of the North	Sinead O'Hart	Adventure	White Female	Europe/ Greenland	Independence
6	The Closest Thing To Flying	Gill Lewis	Contemporary Fiction	Eritrean Female	UK – Home/	Belonging

## Annual Writing Skills and Genre Coverage

Genre coverage for Foxglove Class: **Narrative, recount/diary, letter, instructions, non-chronological reports, explanations, newspaper reports, biographies, persuasion texts, balanced arguments.**

Each Genre to be matched to core text and skills taught. New genre (in black) and narrative should be taught in genre focussed units. Revised genre (in red) can be used for use it activities linked to practicing the writing skills.

Each genre is available for children to use when writing in other subjects.

Foxglove Writing Skills Progression			
Target #	Year 5	Year 6	Through teaching
T1	Revise noun phrases expanded using modifying adjectives, nouns and prepositional phrases	Use expanded noun phrases across writing to convey complicated information concisely.	<i>Identify main and subordinate clauses (Year 5)</i>
T2	Use commas to separate main and subordinate clauses (when subordinate clause is at the start)	Use commas to clarify meaning or avoid ambiguity in writing.	
T3	Write sentences with a subordinate clause at the beginning and at the end of a sentence	Use a range of simple, compound and complex sentence structures.	
T4	Indicate degrees of possibility through use of modal verbs	Use hyphens to avoid ambiguity.	
T5	Indicate degree of possibility through the use of adverbs (perhaps, surely, possibly)	Punctuate bullet points consistently	<i>Demonstrate assured and conscious control over formality (Year 6, a GD indicator)</i>  <b>Gap-fill/Early morning targeted teaching if identify gaps in:</b>  <i>Write with accurate use of all expected punctuation: full stops, capital letters, question marks, exclamation marks, commas in a list and apostrophes, and commas after adverbials and speech punctuation (Year 5)</i>  ➔ <i>Add commas to mark clauses (Year 6)</i>
T6	Use a range of cohesive devices within paragraphs (repetition, pronoun choices, adverbs & adverbials, tense choice, pronoun agreement etc.)	Link ideas within and across paragraphs using a range of cohesive devices (repetition, range of adverbials, ellipsis, referencing etc.)	
T7	Use a range of cohesive devices to link between paragraphs	Use passive voice to create empathy, suspense and a formal tone.	
T8	Use inverted commas and other punctuation to indicate direct and reported speech.	Use formal and informal question tags	
T9	Use brackets and dashes for parenthesis	Use semi colons, colons or dashes to mark boundaries between independent clauses.	
T10	Use relative clauses beginning with who, which, where, when, whose and that.	Use relative clauses beginning with who, which, where, when, whose and that. (Yr 5 revision)	
T11	Use embedded clauses (relative and subordinate)	Use a multi-clause sentence (controlled use of)	

T12	Use a range of verb forms (simple, progressive, perfect, modal) appropriately.	Use a range of verb forms for effect. (His distraught mother, blames herself: 'If only I had asked him more about it; maybe I could have stopped him from using it. I would never have let him go to that awful dump if I'd known this would happen. Now he's been taken from us and we don't know what to do.	
T13		Recognise the difference in vocabulary and structures that are appropriate for formal speech and writing, including the subjunctive form.	

### YEAR 5 (Composition)

### YEAR 6 (Composition)

Composition
<ul style="list-style-type: none"> <li>• Explore and use their own techniques to note their ideas, drawing on research where necessary</li> <li>• Identify the audience and purpose for their writing and select the appropriate form. (Narratives, range of reports and recounts, explanation, persuasive arguments, discussion)</li> <li>• Control plots e.g. using foreshadowing; use of dialogue to move the action on</li> <li>• Experiment with different ways of opening and closing narratives</li> <li>• Develop settings and atmosphere in detail e.g. stories with more than one main setting; making links between the setting, time and weather</li> <li>• Extend their range of stock characters; develop characters in detail e.g. through using dialogue; describing how others react to them and how they change over time</li> <li>• Write free verse poetry with a specific purpose e.g. narrative poems; poetry to provoke empathy in the reader or make them think about an issue</li> <li>• Modify and control the use of narrative language features e.g. reported speech instead of direct speech; repetition for effect, power of 3 linked to grammar expectations 'The wind whistled through the trees, ticking the autumn leaves and dancing through the wood.'</li> <li>• Use figurative language e.g. personification, similes, metaphor, allusion</li> <li>• Modify and control the use of non-fiction language features e.g. precise description, technical vocabulary</li> <li>• Control the use of organisational features in fiction and non-fiction e.g. balancing action, description and dialogue; balancing fact and opinion; using bullet points, tables and charts</li> <li>• Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary to enhance effect</li> <li>• Proof-read and edit their writing in relation to the Y5 grammar and spelling expectations</li> </ul>

Composition
<ul style="list-style-type: none"> <li>• Make choices about the most efficient way to note their ideas, drawing on research from a range of sources where necessary</li> <li>• Identify the audience and purpose for their writing and select the appropriate form or mix of forms e.g. a non-chronological report about the weather including a short explanation of the water cycle</li> <li>• Control and maintain plots e.g. flashback stories; stories told from more than one viewpoint</li> <li>• Develop settings and atmosphere in detail e.g. stories with more than one main setting; making links between the setting, time and weather, use of passive voice</li> <li>• Use different ways of opening and closing narratives</li> <li>• Develop characters in detail e.g. through using dialogue; describing how others react to them; relationships between characters, using question tags</li> <li>• Write a range of poetry to create specific effects and experiment with different forms e.g. narrative poems, sonnets</li> <li>• Manipulate and control the use of narrative language features e.g. language to control time and pace; repetition for effect, power of 3 linked to grammar expectations, passive voice; dialect</li> <li>• Use figurative language e.g. personification, similes, metaphor, allusion, extended metaphor</li> <li>• Manipulate and control the use of non-fiction language features e.g. technical vocab; rhetorical questions; passive voice (Sharks are found in...)</li> <li>• Manipulate and control the use of organisational features in fiction and non-fiction e.g. deciding on the most effective order of points in an argument</li> <li>• Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary to enhance effect</li> <li>• Proof-read and edit their writing in relation to the Y6 grammar and spelling expectations</li> </ul>

## Cracking Comprehension (Reading) Coverage and Assessment

Year 5	Autumn	Spring	Summer
1	Unit 1 (fiction) Unit 2 (fiction) Unit 8 (non-fiction) <b>Autumn NFER Reading Assessment</b>	Unit 4 (fiction) Unit 10 (non-fiction) <b>Spring NFER Reading Assessment</b>	Unit 6 (fiction) Unit 12 (non-fiction) Unit 11 (non-fiction) <b>NFER End of Year Reading Assessment</b>
2	Unit 3 (fiction) Unit 9 (non-fiction) Unit 14 (poetry) <b>Assessment Task 2 (fiction)</b> <b>Assessment Task 8 (poetry)</b>	Unit 5 (fiction) Unit 15 (poetry) <b>Assessment Task 3 (fiction)</b> <b>Assessment Task 6 (non-fiction)</b>	Unit 7 (fiction) Unit 13 (non-fiction) <b>Assessment Task 4 (fiction)</b> <b>Assessment Task 7 (non-fiction)</b>

Year 6	Autumn	Spring	Summer
1	Unit 1 (fiction) Unit 2 (fiction) Unit 8 (non-fiction) <b>Year 6 Practice SATs Assessment</b>	Unit 4 (fiction) Unit 10 (non-fiction) <b>Year 6 Practice SATs Assessment</b>	Unit 6 (fiction) Unit 7 (fiction) Unit 11 (non-fiction) <b>Year 6 SATs Assessment</b>
2	Unit 3 (fiction) Unit 9 (non-fiction) Unit 13 (poetry) <b>Assessment Task 1 (fiction)</b> <b>Assessment Task 5 (non-fiction)</b>	Unit 5 (fiction) Unit 14 (poetry) <b>Assessment Task 2 (fiction)</b> <b>Assessment Task 8 (poetry)</b>	Unit 12 (non-fiction) Unit 15 (poetry) <b>Assessment Task 3 (fiction)</b> <b>Assessment Task 6 (Non-fiction)</b>

### Spelling

Spelling Made Easy specific to each year group

### Handwriting

Year 5 – Letter-join Module 6

Year 6 – Letter-join Module 7