

### Overview

Summer in London is hot, the hottest on record, and there's been a murder in THE TRI: the high-rise home to resident know-it-alls, Nik and Norva. Who better to solve the case? Armed with curiosity, home-turf knowledge and unlimited time - until the end of the summer holidays anyway.

We will use High Rise Mystery - the first whodunnit in a mystery series by Sharna Jackson - to explore a range of genres and styles of writing. In particular, children will learn about the techniques of writing a crime/detective story as they progress.

Main Outcome:  
Extended Narrative

### Key performance indicators we are focusing on

- Join writing legibly and fluently with increased speed.
- Ideas across paragraphs are linked using a wide range of cohesive devices.
- Secure use of complex sentences and position of clauses, which show an understanding of how to achieve different effects.

### Focus Skills

- Informal language of speech (eg dialogue or texting) and the language of writing (eg writing narration, reports or emails),
- Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or

### Key sentence type

**The more, the more sentence**

#### **RULE:**

The first **more** should be followed by an **emotive** word and the second **more** should be followed by a **related action**.

#### **EXAMPLES:**

The more it rained, the more depressed he became.

The more the crowd cheered, the more he looked forward to the race.

**The more** upset she was, **the more** she cried.



Taddington and Priestcliffe  
Knowledge organiser

Literacy Summer Term 2

Year 5

### How this book can enhance our overall learning journey.

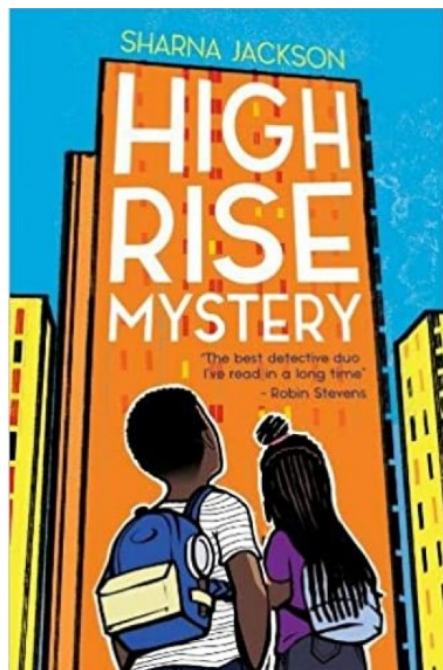
That people sometimes behave differently online, including by pretending to be someone they are not.

What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

### Key vocabulary

detect  
investigate

suspect  
motive



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Extended Narrative

### **Key performance indicators we are focusing on**

- Ideas organised into a planned coherent set of paragraphs, which are varied in length and structure. The overall direction of the text is supported by clear links between paragraphs using adverbials of time and place, conjunctions, pronouns etc.
- Use inverted commas for speech; commas for clarity; brackets or commas for separation mostly correctly;

### Focus Skills

- The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

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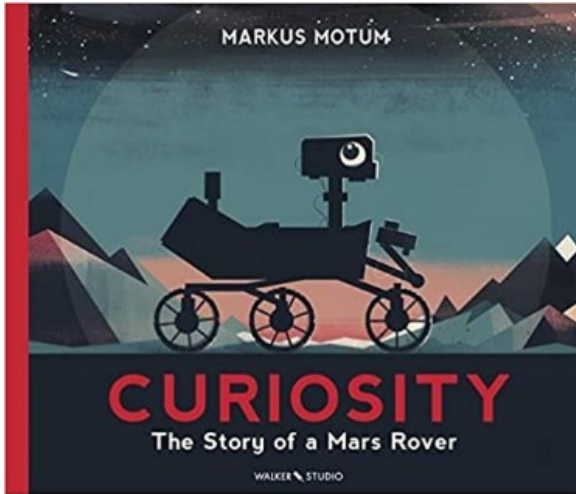
Year 6

### How this book can enhance our overall learning journey.

- That people sometimes behave differently online, including by pretending to be someone they are not.
- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

### Key vocabulary

detect                      suspect  
investigate                motive



### Overview

Discover the incredible story of the search for life on Mars, told from the unique perspective of Curiosity, the Mars Rover sent to explore the red planet.

Through *Curiosity: The Story of a Mars Rover* by Markus Motum, we will explore the themes of exploration and discovery and what it means to be curious. We will follow the journey of the NASA rover Curiosity as it makes its way to Mars.

### Main Outcome:

Expanded explanation for a new rover

### Key performance indicators we are focusing on

- Join writing legibly and fluently with increased speed.
- Identify the audience for and purpose of the writing selecting the appropriate form.
- Ensures the consistent and correct use of tense throughout a piece of writing.

### Focus Skills

- Retrieve, record and present information from non-fiction
- Using a wide range of devices to build cohesion within and across paragraphs

### Key sentence type

Imagine 3 examples:

#### **RULE:**

Sentence begins with

- The word imagine
- Then describes three parts of something
- The first two parts are separated by commas
- The third ends with a colon

#### **EXAMPLES:**

*Imagine a place where the sun always, shines, where wars never happen, where no-one ever dies: in the Andromeda 5 system, there is such a*



Taddington and Priestcliffe  
Knowledge organiser

Literacy Summer Term 2

Year 5

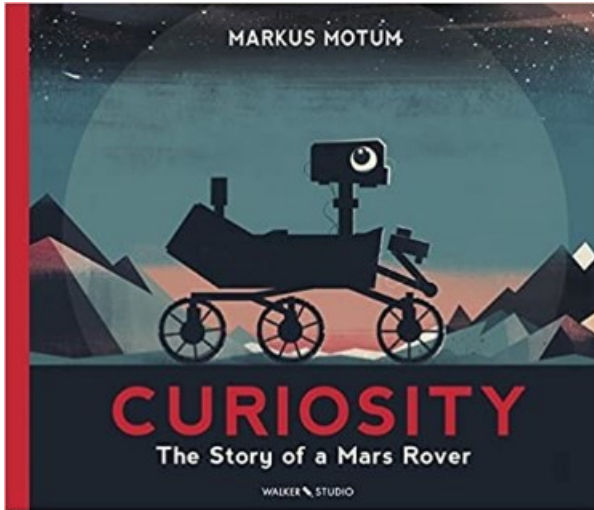
### How this book can enhance our overall learning journey.

*How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.*

### Key vocabulary

*suitable  
exploration*

*crucial  
effective*



### Overview

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### Key performance indicators we are focusing on

- Selects appropriate form of writing
- Uses all of the following punctuation mostly correctly: *inverted commas for speech; commas for clarity; brackets or commas for separation.*
- Uses imaginative detail and precise vocabulary is included for effect

### Focus Skills

- Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]
- Using a wide range of devices to build cohesion within and across paragraphs

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