

English Long-Term Planning - Two -year cycle

Red Year- Upper Key Stage Two



Year 5/6	Autumn Term	Spring Term	Summer Term
English	<p><u>Recount - diary</u> Queen of the Falls by Chris Van Allsburg</p> <p>Writing outcome: To write a series of diaries about significant events in Annie Edson Taylor's life; to write a non-chronological report about Niagara Falls</p> <ul style="list-style-type: none"> ● Engage reader through use of description, feelings and opinions ● Use adverbs and fronted adverbials (with doubt in my mind, anxiously, afterwards) ● Use rhetorical questions to engage reader ● Use consistent first person ● Write in consistent tense including progressive and perfect forms ● Include the 5Ws - who, what, where, when, why and how <p>Y5 grammar and punctuation</p> <ul style="list-style-type: none"> ● Identify the audience for an purpose of writing ● Organise paragraphs around a theme with a focus on more complex narrative structures ● Use commas after fronted adverbials ● Use commas to clarify meaning or avoid ambiguity in writing 	<p><u>Fiction - Classic narrative</u> The Selfish Giant by Oscar Wilde</p> <p>Writing outcome: to write a version of the Selfish Giant narrative - choosing either a retelling in 1st or 3rd person or from a character's point of view</p> <ul style="list-style-type: none"> ● Use language carefully to influence the reader's opinion of a character, place or situation ● Use archaic language ● Use paragraphs to vary pace and emphasis ● Use dialogue to explain the plot, reveal new information, show character or relationships or to convey mood ● Give clues to the reader about when the story takes place <p>Y5 grammar and punctuation</p> <ul style="list-style-type: none"> ● Relative clauses ● Choose appropriate register ● Integrate dialogue to convey character and advance the action ● Use commas to clarify meaning or avoid ambiguity 	<p><u>Fiction – Adventure story</u> Sky Chasers by Emma Carroll</p> <p>Writing outcome : Year 5 – To write the next chapter of Sky Chasers in the style of the author Year 6 – To write the next chapter of Sky Chasers in the style of the author from two different viewpoints Greater depth writing outcome: Year 5 – To write from two different viewpoints Year 6 – To write from three different viewpoints</p> <ul style="list-style-type: none"> ● Develop and keep characters consistent through description ● Develop settings through description and link this with the characters or plot ● Use language carefully to influence the reader's opinion of a character, place or situation ● Use powerful and varied verbs for action ● Use paragraphs to vary pace and emphasis ● Use dialogue to move action forward ● Use dialogue to explain the plot, reveal new information, show character or relationships or to convey mood ● Combine action, dialogue and description <p>Y5 grammar and punctuation</p>

Y6 grammar and punctuation

- Use passive verbs
- Identify the audience for and purpose of writing
- Link ideas across paragraphs using a wider range of cohesive devices
- Use commas to clarify meaning or avoid ambiguity in writing
- Use hyphens to avoid ambiguity

Fiction - journey story***The Hunter*** by Paul Geraghty**Writing outcome:** *To write a narrative based on the structure of The Hunter by changing the characters, animal and setting*

- Develop and keep characters consistent through description
- Develop settings through description and link this with the characters or plot
- Use language carefully to influence the reader's opinion of a character, place or situation (Y6 only)
- Use paragraphs to vary pace and emphasis
- Re-telling of a series of events leading up to a high impact resolution.
- Combine action, dialogue and description
- Powerful, evocative language for settings and characters

Y5 grammar and punctuation

- Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun
- Use adverbs to indicate degrees of possibility
- Use a wider range of devices to build cohesion across paragraphs
- Link ideas using tense choices

Y6 grammar and punctuation

- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Choose the appropriate register

Y6 grammar and punctuation

- Distinguish between language of speech and writing
- Recognise vocabulary and structures for formal speech and writing, including subjunctive form
- Use passive verbs
- Use semi-colons to mark boundaries between independent clauses

Persuasion/Information: hybrid leaflet***The Paperbag Prince*** by Colin Thompson**Writing outcome:** *To write a persuasive leaflet to give information about waste management (selecting an appropriate audience e.g. for councils to distribute to home and schools)*

- Use precise word choices
- Use emotive language including use of modals and adverbs for possibility (e.g. surely, every right-thinking person would)
- Use persuasive language: quotes and rhetorical questions
- Directly appeal to the reader
- Support points using persuasive examples and provide evidence
- Provide well-developed factual information for the reader
- Include a summarising statement

Y5 grammar and punctuation

- Use modal verbs to indicate degrees of possibility
- Use devices to build cohesion within a paragraph
- Choose the appropriate register
- Use brackets, dashes or commas to indicate parenthesis (recap)
- Enhance meaning through selecting appropriate grammar and vocabulary

- Use adverbs to indicate degrees of possibility
- Enhance meaning through selecting appropriate grammar and vocabulary
- Describe characters, settings and atmosphere
- Use commas to clarify meaning or avoid ambiguity in writing

Y5 grammar and punctuation

- Use adverbs to indicate degrees of possibility
- Enhance meaning through selecting appropriate grammar and vocabulary
- Describe characters, settings and atmosphere
- Use commas to clarify meaning or avoid ambiguity in writing

Y6 grammar and punctuation

- Recognise vocabulary and structures for formal speech and writing, including subjunctive forms
- Identify the audience and purpose for writing
- Choose the appropriate register
- Use semi-colons, colons or dashes to mark boundaries between independent clauses

Recount – Journalistic report (hybrid text)***The Island*** by Jason Chin (*Jemmy Button* by Alix Barzelay)**Writing outcome:***To write an explanatory report (hybrid) about Charles Darwin's discoveries*

- Adapt formality to suit purpose and audience
- Use and explain technical vocabulary

- Use semi-colons, colons or dashes to mark boundaries between independent clauses

Poetry Jinnie Ghost By Berlie Doherty

Writing outcome: *To write their own poem in the style of Berlie Doherty using a range of techniques (metaphors, noun phrases and a refrain).*

- Use a range of descriptive language techniques to create effective imagery, e.g. metaphor, simile, playing with word order
- Experiment with a range of poetry forms

Y6 grammar and punctuation

- Recognise vocabulary and structures for formal speech and writing, including subjunctive forms
- Use a wider range of devices to build cohesion
- Punctuate bullet points consistently
- Use a colon to introduce a list and use of semi-colons within lists

Poetry The Highwayman By Alfred Noyes

Writing outcome: *To write own poem in the style of Alfred Noyes using a range of techniques (metaphors, noun phrases and a refrain)*

- Use a range of descriptive language techniques to create effective imagery, e.g. metaphor, simile, playing with word order
- Experiment with a range of poetry forms

- Apply language from independent research
- Add details of the 5Ws throughout piece – who, what, where, when why and how
- Direct address to the reader through questions as subheadings
- Use layout features of an explanation, including, photographs, illustrations and captions
- Use words/phrases to make sequential, causal or logical connections e.g. because, resulting in

Y5 grammar and punctuation

- Variety of verb forms used correctly and consistently including modal verbs and the present perfect form
- Link ideas across paragraphs using adverbials
- Link ideas using tense choices
- Use brackets, dashes or commas to indicate parenthesis

Y6 grammar and punctuation




- Use passive verbs
- Variety of verb forms used correctly and consistently including the progressive and the present perfect forms
- Use a wide range of devices to build cohesion
- Use organisational and presentational devices to structure text
- Use colons to mark boundaries between independent clauses

Poetry Animals of Africa (puns & wordplay)

Writing outcome: *Pupils should write their word play poem about an African animal. They should reread and check the rhythm, rhyme and how it sounds when read aloud. Evaluate and change language choices where appropriate. Use their mind map as a planning sheet.*

- Use a range of descriptive language techniques to create effective imagery,

			<p>e.g. metaphor, simile, playing with word order</p> <ul style="list-style-type: none"> Experiment with a range of poetry forms
<p>Reading VIPERS</p> <p>Writing Across Curriculum</p>	<p>Reading: Vipers - Street Child Class text - The Last Bear by Hannah Gold</p> <p>Writing to: <u>Entertain</u> Jim's response to Mr Spink's arrival Accident down the mine <u>Persuade</u> Adverts for jobs for children <u>Inform</u> Jobs for Victorian children</p>	<p>Reading: Vipers and Class Story - The Devil and his Boy</p> <p>Writing to: <u>Entertain</u> Newspaper account of Tom's escape from Ratsey <u>Persuade</u> Henry VIII – good or bad king? <u>Inform</u> Comparison of key monarchs in history The highs and lows of Catherine of Aragon's life</p>	<p>Reading: Vipers and Class Story - Middleworld</p> <p>Writing to: <u>Entertain</u> Non-linear quest adventures</p>
<p>Additional SPAG</p>	<p>Grammar, Punctuation and Spelling: Twinkl SPaG planning</p> <p>SPaG <u>Autumn 1</u> Noun Phrase, Modal verbs and Subjunctive Mood, Suffixes - Nouns and Adjectives to Verbs, Relative Clauses, Commas</p> <p><u>Autumn 2</u> Pronouns and Possessive Pronouns, Adverbs to show frequency, Prefixes, Colons in Lists, Subordinating Conjunctions and Clauses</p>	<p>Grammar, Punctuation and Spelling: Twinkl SPaG planning</p> <p>SPaG <u>Spring 1</u> Synonyms and Antonyms, Adverbs to show Possibility, Root words, Hyphens, Coordinating Conjunctions</p> <p><u>Spring 2</u> Subject and Object, Ambiguity, Hyphenated Compound words, Bullet Points, Perfect Form of verbs to mark relationship of time and clause.</p>	<p>Grammar, Punctuation and Spelling: Twinkl SPaG planning</p> <p>Spag <u>Summer 1</u> Direct and Reported Speech, Active and Passive, Semi-colons, colons and dashes to mark clauses, Formal and Informal speech and vocabulary, layout devices.</p> <p><u>Summer 2</u> Verb tenses, Editing and Evaluating, Parenthesis - Brackets, Commas and Dashes, Formal and Informal writing, Cohesion across paragraphs.</p>
<p>Year 5</p>	<p>Stage 5</p>	<p>Stage 5</p>	<p>Stage 5</p>

<p>Spelling</p> 	Steps 1 to 12	Steps 13 to 24	Steps 25 to 36
<p>Year 6 Spelling</p> 	<p>Stage 6</p> <p>Steps 1 to 12</p>	<p>Stage 6</p> <p>Steps 13 to 24</p>	<p>Stage 6</p> <p>Steps 25 to 36</p>
<p>Handwriting</p> 	<p>www.letterjoin.co.uk</p> <p>Year 5 - Module 6</p> <p>Year 6 – Module 7</p>		

English Long-Term Planning - Two -year cycle



BLUE Year Upper Key Stage Two

Year 5/6	Autumn Term	Spring Term	Summer Term
<p>English</p>	<p>Fiction - Flashback Star of Fear, Star of Hope by Jo Hoestlandt</p> <p>Writing outcome: <i>To write a story with a flashback from another character's point of view.</i></p> <ul style="list-style-type: none"> Develop and keep characters consistent through description Develop settings through description and link this with the characters or plot Vary story openings: start with dialogue, action or description Use paragraphs to vary pace and emphasis <p>Y5 grammar and punctuation</p> <ul style="list-style-type: none"> Use fronted adverbials Use expanded noun phrases to convey complicated information concisely Link ideas across paragraphs using adverbials Commas after fronted adverbials Use of inverted commas and other 	<p>Recount - Biography Manfish by Jennifer Berne</p> <p>Writing outcome: <i>to write a multi-modal biography of Jacques Cousteau in the style of the 'Great Adventurers' text</i></p> <ul style="list-style-type: none"> Select the appropriate style to engage the audience Use direct and reported speech to express a range of viewpoints Use verb tenses consistently and correctly Use real life facts, including dates and place names Use thematic language specific to the subject Use formal language appropriately <p>Y5 grammar and punctuation</p> <ul style="list-style-type: none"> Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Use devices to build cohesion within a 	<p>Fiction - Myth Arthur and the Golden Rope by Joe Todd Stanton</p> <p>Writing outcome: <i>To write a myth: to create characters (heroes, villains and monsters) and settings</i></p> <ul style="list-style-type: none"> Vary story openings: start with dialogue, action or description Vary story structure: start with a flashback or dramatic event and use 2 narrators to tell a story from different perspectives (Y6 only) Use paragraphs to vary pace and emphasis Use dialogue to move action forward Create a plot: a journey, a quest or a series of trials for the hero Create characters which behave in superhuman ways with unusual powers or strong characteristics Create a magic object which may symbolise something

- punctuation to punctuate direct speech
- Y6 grammar and punctuation:**
- Use expanded noun phrases to convey complicated information concisely
 - Use passive verbs
 - Link ideas across paragraphs using a wider range of cohesive devices
 - Integrate dialogue to convey character and advance the action

Report

Can we save the tiger? By Martin Jenkins

Writing outcome: To write an independent version of a booklet based on an amazing animal (hybrid text type including information, explanation and persuasion)

- Use concise word choices
- Select language to appeal to the reader
- Clarify technical vocabulary
- Adapt formality to suit purpose and audience
- Provide well-developed factual information for the reader
- Manipulate style for specific purpose and audience (hybrid text)
- Include a summarising statement

Y5 grammar and punctuation

- Use expanded noun phrases to convey complicated information concisely
- Use modal verbs or adverbs to indicate degrees of possibility
- Plan writing by identifying audience and purpose
- Use brackets, dashes or commas to indicate parenthesis

- paragraph
- Use brackets, dashes or commas to indicate parenthesis
 - Use of the hyphen (to join a prefix to a root word)
- Y6 grammar and punctuation:**
- Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun
 - Use a wider range of devices to build cohesion e.g. conjunctions, synonyms, adverbials, punctuation
 - Use a colon to introduce a list and use semicolons within lists
 - Use hyphens to avoid ambiguity

Recount: biography

The Darkest Dark by Chris Hadfield

Writing outcome: *To write a formal biography about Chris Hadfield*

- Engage reader through use of description, feelings and opinions
- Include the 5Ws – who, what, where, when, why and how - and conclude with a clear summary
- Use real life facts, including dates and place names
- Use thematic language specific to the subject
- Use formal language appropriately
- Use direct and reported speech to express a range of viewpoints
- Select the appropriate style to engage the audience

Y5 grammar and punctuation

- Variety of verb forms used correctly and consistently including the present perfect form
- Use commas to clarify meaning or avoid ambiguity in writing
- Link ideas across paragraphs using adverbials and tense choices

Y5 grammar and punctuation

- Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession)
- Use fronted adverbials
- Use of inverted commas and other punctuation to punctuate direct speech

Y5 grammar and punctuation

- Use expanded noun phrases to convey complicated information concisely
- Integrate dialogue to convey character and advance the action
- Use brackets, dashes or commas to indicate parenthesis
- Extend the range of sentences with more than one clause by using a wider range of conjunctions




Recount: series of diary events

The Lost Happy Endings by Carol Ann Duffy

Writing outcome: *To write a traditional tale focusing on describing settings, characters and an alternative ending - pupils write the story of a character who mistreats others which leads to their own demise*

- Develop and keep characters consistent through description
- Develop settings through description and link this with the characters or plot
- Engage reader through selecting effective grammar and vocabulary e.g. manipulating sentence length, figurative language
- Vary story opening: start with dialogue, action or description
- Use paragraphs to vary pace and emphasis
- Use dialogue to move action forward

	<p>Y6 grammar and punctuation</p> <ul style="list-style-type: none"> Enhance meaning through selecting appropriate grammar and vocabulary Use expanded noun phrases to convey complicated information concisely Use modal verbs and adverbs to indicate degrees of possibility Use brackets, dashes or commas to indicate parenthesis <p>Poetry A Tiger in the Zoo</p> <p>Writing outcome: <i>To write a poem in a chosen form about an endangered mammal, choosing whether to describe the creature in its natural habitat or in captivity.</i></p> <ul style="list-style-type: none"> Make effective language choices, drawing on a range of descriptive techniques Make authorial choices, selecting from a range of forms, to suit the purpose 	<ul style="list-style-type: none"> Use brackets, dashes or commas to indicate parenthesis <p>Y6 grammar and punctuation</p> <ul style="list-style-type: none"> Recognise vocabulary and structures for formal speech and writing, including subjunctive forms Variety of verb forms used correctly and consistently including the present perfect form Use a wider range of devices to build cohesion (synonyms) Use colons or dashes to mark boundaries between independent clauses <p>Poetry The Sea James Reeves <i>A wide variety of poems are explored linking to the theme of the sea with an outcome of a narrative poem linked to a journey across the sea</i></p> <p>Writing outcome: <i>To write a narrative poem about a journey across the sea, including personification of the waves. Greater depth writing outcome: To write a narrative poem about a journey across the sea, in first person as the sea</i></p> <ul style="list-style-type: none"> Experiment with personification to create effective imagery Make effective language choices, drawing on a range of descriptive techniques 	<p>Y5 grammar and punctuation</p> <ul style="list-style-type: none"> Use expanded noun phrases to convey complicated information concisely Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action Use of inverted commas and other punctuation Punctuate direct speech <p>Y6 grammar and punctuation</p> <ul style="list-style-type: none"> Use expanded noun phrases to convey complicated information concisely (Y5 recap) Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action Use brackets, dashes or commas to indicate parenthesis <p>Poetry Sonnet Written At the Close of Spring Charlotte Smith</p> <p>Writing outcome: <i>To write a poem in the style of a sonnet to describe the view of the countryside from a hot air balloon.</i></p> <ul style="list-style-type: none"> Experiment with personification to create effective imagery Make effective language choices, drawing on a range of descriptive techniques
<p>Reading VIPERS</p> <p>Writing Across Curriculum</p>	<p>Reading: I am David - Vipers questions to accompany</p> <p>Writing to:</p>	<p>Reading Dolphin Song - Lauren St John</p> <p>Writing to: <u>Entertain</u></p>	<p>Reading Myths of the Norsemen - Roger Lancelyn Green</p>

	<u>Entertain</u> <u>Persuade</u> <u>Inform</u>	<u>Persuade</u> <u>Inform</u>	Writing to: <u>Entertain</u> Non-linear quest adventures
Additional SPAG	Grammar, Punctuation and Spelling: Twinkl SPaG planning SPaG Revision Topics (SATs preparation) <u>Autumn 1</u> Proper nouns, Adverbs of Possibility, Converting nouns and adjectives into verbs, Tenses - Past & Present Progressive and Present Perfect, Possessive Plural Apostrophes, Expanded Noun Phrases <u>Autumn 2</u> Adverbs, Modal verbs, Verb prefixes - dis, de, mis, over, re. Verb inflections and standard English, Inverted Commas,	Grammar, Punctuation and Spelling: Twinkl SPaG planning SPaG Revision Topics (SATs preparation) <u>Spring 1</u> Prepositions, Prefixes, Coordinating Conjunctions, Inverted Commas, Parenthesis - Brackets, Commas for meaning and clarity. <u>Spring 2</u> Determiners, Suffixes, Subordinating Conjunctions, Linking paragraphs with adverbials, Direct and Indirect Speech.	Grammar, Punctuation and Spelling: Twinkl SPaG planning Spag <u>Summer 1</u> SPaG <u>Summer 1</u> Pronouns and Possessive Pronouns, Word Families, Subordinate Clauses, Writing Cohesive Paragraphs, Parenthesis - Commas, Homophones. <u>Summer 2</u> Adverbials/Fronted Adverbials, Dictionary Work, Relative Clauses, Editing & Evaluating, Parentheses - Dashes
Year 5 Spelling 	Stage 5 Steps 1 to 12	Stage 5 Steps 13 to 24	Stage 5 Steps 25 to 36
Year 6 Spelling 	Stage 6 Steps 1 to 12	Stage 6 Steps 13 to 24	Stage 6 Steps 25 to 36
Handwriting 	www.letterjoin.co.uk Year 5 - Module 6 Year 6 – Module 7		

