

Year 5/6 English Long-Term Plan: 2022-2023								
	Reading: decoding	Reading: comprehension	Writing: transcription	Writing: grammar, vocabulary and punctuation	Writing: composition	Assessments		
<u>Autumn 1</u>	Objectives	Explore and discuss a	Handwriting:	Vocabulary:	Fiction: Fairy Tales:	Writing		
Topic:	throughout the year:	variety of texts,	Handwriting practice	*Word of the Day activities to	Descriptive Writing	Assessments:		
The Might of	*Read a wide variety	including the class novel	through spelling, vocabulary	explore vocabulary relevant to	Create character and setting	Beginning of year		
Monarchs	of texts for a range	and texts met in Shared	and writing activities to	shared texts, history, geography	descriptions using a variety of	Independent Write		
	of purposes.	and Guided Reading	produce neat, joined, fluent	or science units.	stylistic features for purpose	Character and		
Fiction:	*Regularly read for a	activities.	and consistent handwriting		and effect.	setting descriptions		
Fairy Tales:	sustained period of	*Discuss understanding	across the curriculum.	Sentence structure:	Poetry: Take One Poet: Kate	Poetry		
Descriptive Writing:	time.	of a text and the	Building stamina for writing.	*Revise, recognise and use all	Wakeling	Instructions		
Creating settings	*Check that a text	meaning of words in	Identification of, and	parts of speech appropriately.	Explore the poetry of Kate			
and characters	makes sense,	context.	activities to support,	*Recognise, choose and use a	Wakeling and create poems	Spelling, Grammar		
Grimm's Fairy Tales -	discussing	*Recognise a wider range	individual handwriting	variety of verb tenses	inspired by her work.	and Punctuation		
Jacob and Wilhelm	understanding and	of types of poetry and	targets.	accurately and appropriately,	Non-Fiction: Instructions	Assessments:		
Grimm	exploring the	the conventions for		including simple, progressive and	Write instruction texts on	Weekly spelling tests		
Into the Forest;	meaning of words in	different types of	Spelling:	perfect past and present.	How to Build a Model	Grammar and		
Hansel and Gretel -	context.	writing.	Weekly spelling activities	*Revise use of conjunctions.	Spaceship and How to Make a	punctuation		
Anthony Browne		*Further develop text	and assessments following	*Revise use and punctuation of	Planet.	assessments including		
	Individual Reading:	retrieval and analysis	Time Zone's' spelling	main and subordinate clauses.		past SATs GPS paper		
Poetry:	1-1 reading 2x a	skills.	programme based on	*Recognise and use relative	Text structure and	for Year 6.		
Take One Poet:	week.	*Summarise and precis	National Curriculum	clauses.	organization:			
Kate Wakeling	Accelerated Reader	information and ideas	requirements, including	*Revise use and punctuation of	*Use and change paragraphs	Reading		
Moon Juice	sessions 3x a week.	from more than one	spelling patterns and	fronted adverbials.	accurately and consistently.	Assessments:		
Cloud Soup		paragraph.	statutory word lists. Groups	*Revise and practise writing a	*Introduce devices to link	Informal assessment		
	Guided Reading:	*Participate in	work on Year 5 or Year 6	variety of sentence types with	ideas and build cohesion within	whilst reading to an		
Non-Fiction:	Weekly activities	discussions on texts	focus statutory words.	different sentence structures.	and across paragraphs:	adult		
Instructions	exploring a variety of	confidently and	Spelling patterns: words	*Recognise and use modal verbs	adverbs, pronouns,	Accelerated Reader		
How to Build a	texts and extracts,	constructively.	ending in -cious/-tious; -	and adverbs of possibility.	conjunctions.	quizzes and reports		
Spaceship/How to	including the class	*Make thoughtful	cial/tial; homophones; words	*Recognise and use vocabulary	*Integrate dialogue into	Guided reading		
Make a Planet	novel, fairy tales,	predictions and	containing 'ough'; words	and structures that are	narrative.	activities		
Using non-fiction	poetry, instruction	inferences.	ending in -ant, -ance, -ancy	appropriate for formal writing.	Composition and effect:	Comprehension		
texts as models,	and non-fiction texts.	*Provide evidence for		*Use a wider range of more	*Plan writing by noting and	assessments and past		
write instructions on	Developing reading,	opinions, predictions,	Dictation of sentences for	complex sentence openers.	developing initial ideas;	SATs reading paper		
how to make a model	comprehension and	inferences and responses	handwriting and spelling to		thinking about how authors	(Year 6)		
spaceship and how to	oral discussion skills.	by making reference to	increase retention of	Punctuation:	have developed their			
make a planet.		the text.	spellings and fluency and	*Use a wide range of punctuation	characters and settings.	Spoken Language		
	Shared Reading:	*Give a personal response	speed of writing.	correctly and consistently,	*Create and describe settings,	Assessments:		
<u>Class Novel:</u>	Class novel, read	to a text with well-		including capitals, full stops,	characters, and atmosphere.	Reading own writing		
The Terrible Thing	through daily Share a	argued reasons.		question and exclamation marks	*Use expanded noun phrases	aloud to partner/		
That Happened To	Story session.	*Discuss and evaluate		and apostrophes.	to convey complex information	group/class		
Barnaby Brocket -	Grimm's Fairy Tales	how authors use		*Revise the use of apostrophes	concisely.	Poetry performance		
John Boyne	Into the Forest	language, including		for contraction and possession.				



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English Long-Tel M Flan 2024-2025. Time Zone								
	Hansel and Gretel	imagery and figurative		*Revise and use full punctuation	*Use a variety of stylistic			
	Poems by Kate	language.		rules for direct speech.	features for purpose/effect.			
	Wakeling	*Begin to discuss and		*Use commas to separate	*Distinguish between the			
	Instruction texts	explain the use of		clauses, clarify meaning and for	language of speech and writing			
		language techniques and		parenthesis.	and different degrees of			
	Reading aloud/	word choices in a text,		*Use brackets and dashes for	formality and choose the			
	Performance:	using relevant technical		parenthesis.	appropriate register for			
	Read own writing	terms.		*Punctuate lists correctly,	writing.			
	aloud to a partner,	*Identify and compare		including using commas or semi-	*Use Standard English.			
	group or the whole	settings.		colons within lists and	*Evaluate, edit and proofread			
	class.	*Begin to identify,		introducing the list with a colon.	texts.			
	Prepare poems to	compare and contrast		*Punctuate bullet points				
	read aloud and	themes and conventions		correctly and consistently.				
	perform.	in and across texts.						
	Take part in drama-			Grammar Slam:				
	based activities: hot-			*Daily starter activities to				
	seating; conscience			practise, apply and revise				
	alley; freeze frame			grammar rules.				
				g				
Autumn 2	Individual Reading:	Explore and discuss a	Handwriting:	Vocabulary:	Writing Outcomes	Writing		
Topic:	1-1 reading 2x a	variety of texts,	Handwriting practice	*Word of the Day activities to	Fiction: Narrative using	Assessments:		
The Might of	week.	including the class novel	through spelling, vocabulary	explore vocabulary relevant to	tension and suspense	Narrative using		
Monarchs	Accelerated Reader	and texts met in Shared	and writing activities to	shared texts, history, geography	Use techniques to create	tension and suspense		
	sessions 3x a week.	and Guided Reading	produce neat, joined, fluent	or science units.	tension and suspense and	Scenes from a play		
Fiction:		activities.	and consistent handwriting		figurative techniques to write	Non-chronological		
Narrative using	Guided Reading:		across the curriculum.	Sentence structure:	episodes from a scary story,	report		
tension and	Weekly activities	*Discuss understanding	Building stamina for writing.	*Recognise and use main and	inspired by Wolves in the	· - F - · ·		
suspense	exploring a variety of	of a text and the	Activities to support,	subordinate clauses in different	Walls.	Spelling, Grammar		
Wolves in the Walls	texts and extracts,	meaning of words in	individual handwriting	ways for effect.	Playscripts:	and Punctuation		
- Neil Gaiman	including the class	context.	targets.	*Use relative clauses beginning	Write a scene based on a	Assessments:		
	novel, stories using	*Recognise a wider range		with who, which, where, when,	study of Shakespeare's	Weekly spelling tests		
Playscripts:	tension/suspense,	or poetry and the	Spelling:	why, whose or that.	Macbeth.	Grammar and		
Playscript scenes,	playscripts, sonnets	conventions for	Weekly spelling activities	*Recognise, choose and use a	Perform scenes from Macbeth.	punctuation		
dialogue, monologue	and non-fiction texts.	different types of	and assessments following	variety of verb tenses including	Write a scene based on the	assessments and past		
Macbeth - William	Developing reading,	writing.	Time Zone's' spelling	simple, progressive and perfect	folk tale. The Mousehole Cat.	SATs GPS paper for		
Shakespeare	comprehension and	*Continue to develop	programme based on	past and present.	Poetry: The Sonnet Form	Year 6		
Mr. William	oral discussion skills.	text retrieval and	National Curriculum	*Use modal verbs and adverbs to	Explore the sonnet form.	,		
Shakespeare's Plays		analysis skills.	requirements, including	indicate possibility.	Non-Fiction: Non-	Reading		
- Marcia Williams	Shared Reading:	*Summarise and precis	spelling patterns and	*Recognise and use the passive	chronological report	Assessments:		
The Mousehole Cat -	Class novel, read	information and ideas	statutory word lists. Groups	form.	Research and write a	Informal assessment		
Antonia Barber	through daily Share a	from more than one	work on Year 5 or Year 6	*Choose and use for effect a	comparison of the lives of rich	whilst reading to an		
	Story sessions	paragraph.	focus statutory words.	variety of sentence types,	and poor citizens in Tudor	adult		
Poetry:	Wolves in the Walls	*Independently use a	Spelling patterns: words	structures and lengths.	England, in the style of	Accelerated Reader		
The Sonnet form	Macbeth	dictionary and thesaurus.	ending in -ant/-ance/ancy; -		Horrible Histories.	guizzes and reports		
The Sonner Torm	macheth		enany in -unit -unice/unicy, -		ו אומו ו אומי וואנטו וואס.	quizzes una reports		



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Sonnets by	Mr. William	*Participate in	ent/-ence/-ency;	*Use a wider range of more	Text structure and	Guided reading
Shakespeare and	Shakespeare's Plays	discussions on texts	homophones.	complex sentence openers.	organization:	activities
modern poets	Sonnets	confidently and			*Use and change paragraphs	Comprehension
	The Mousehole Cat	constructively.	Dictation of sentences for	Punctuation:	accurately and consistently.	assessments and pas
Non-Fiction:	Terrible Tudors	*Make thoughtful	handwriting and spelling to	*Use a wide range of punctuation	*Use devices to build cohesion	SATs reading paper
Non-chronological	Non-fiction historical	predictions and	increase retention of	correctly and consistently,	within paragraphs: adverbs,	for Year 6
report:	texts	inferences.	spellings and fluency and	including capitals, full stops,	pronouns, conjunctions.	
Terrible Tudors –		*Give a personal response	speed of writing.	question and exclamation marks	*Link ideas and build cohesion	
Terry Deary		to a text with well-		and apostrophes.	across paragraphs: adverbs,	Spoken Language
Exploring the lives	Reading aloud/	argued reasons.		*Use commas to separate	tense choices, repeated words.	Assessments:
of rich and poor	Performance:	*Provide evidence for		clauses, clarify meaning, for	*Use dialogue in narratives to	Reading own writing
citizens in Tudor	Read own writing	opinions, predictions,		parenthesis and after fronted	convey character and advance	aloud to group/class
England in the style	aloud to a partner,	inferences and responses		adverbials.	the action.	Taking part in drama
of Horrible	group or the whole	by making reference to		*Use brackets and dashes for	*Use a range of presentational	based activities: hot
Histories.	class.	the text.		parenthesis.	and organizational devices to	seating; conscience
	Perform a playscript.	*Discuss and evaluate		*Use semi-colons, colons and	structure texts.	alley; freeze frame
	Participate	how authors use imagery		dashes to mark the boundary	Composition and effect:	Performing scenes
Class Novel:	constructively in role	and figurative language,		between independent clauses.	*Plan writing by noting and	from a play
See note and list	plays and	using relevant technical		*Punctuate lists correctly,	developing initial ideas;	
below*	improvisations.	terms.		including using commas or semi-	thinking about how authors	
		*Discuss and evaluate		colons within lists and	have developed their	
		how authors use language		introducing the list with a colon.	characters and settings or	
		for impact e.g. to create		*Punctuate bullet points	drawing on reading and	
		suspense, to persuade		correctly and consistently.	research.	
		and to provoke reactions.		*Recognise and use correct	*Create and describe settings,	
		*Identify and compare		punctuation for direct and	characters, and atmosphere.	
		social, cultural and		reported speech.	*Write effectively, using	
		historical themes and		*Recognise and use ellipsis.	techniques to inform/engage	
		conventions in and across		5	the reader e.g. to create	
		texts.		Grammar Slam:	suspense; to persuade.	
		*Compare characters and		*Daily starter activities to	*Use a variety of stylistic	
		settings in and across		practise, apply and revise	features for purpose/effect.	
		texts.		grammar rules.	*Use expanded noun phrases	
				5	to communicate complicated	
					information concisely.	
					*Use techniques to engage the	
					reader e.g., create suspense.	
					*Choose appropriate register	
					for degrees of formality.	
					*Precis longer passages.	
					*Evaluate, edit and proofread	
	1				texts.	



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<u>Spring 1</u>	Individual Reading:	Explore and discuss a	<u>Handwriting:</u>	Vocabulary:	Writing Outcomes	Writing
<u>Topic:</u>	1-1 reading 2x a	variety of texts,	Handwriting practice	*Word of the Day activities to	Science Fiction:	Assessments:
Ancient Civilizations	week.	including the class novel	through spelling, vocabulary	explore vocabulary relevant to	Retell episodes from The Iron	Retelling of episodes
	Accelerated Reader	and texts met in Shared	and writing activities to	shared texts, history, geography	Man using figurative	from The Iron Man
Fiction:	sessions 3x a week.	and Guided Reading	produce neat, joined, fluent	or science units.	techniques and choosing words	Poems
Science Fiction:		activities.	and consistent handwriting		and layout for impact.	Formal and informal
The Iron Man - Ted	Guided Reading:	*Discuss understanding	across the curriculum.	Sentence structure:	Poetry: Take One Poet	letters
Hughes	Weekly activities	of a text and the	Building stamina for writing.	*Revise and use all parts of	Explore the poetry of Valerie	
	exploring a variety of	meaning of words in	Activities to support,	speech appropriately.	Bloom and create poems	Spelling, Grammar
Poetry:	texts and extracts,	context.	individual handwriting	*Confidently use a range of	inspired by her work.	and Punctuation
Take One Poet:	including the class	*Recognise a wider range	targets.	clauses - relative, embedded and	Poetry: Monologue and	Assessments:
Valerie Bloom	novel, poetry, science	of types of poetry and		subordinating - to add detail,	Conversation Poems	Weekly spelling tests
Stars with Flaming	fiction and letters.		<u>Spelling:</u>	express time, show contrast,	Read and discuss monologue	Grammar and
Tails	Developing reading,	the conventions for	Weekly spelling activities	concession or cause and effect.	and conversation poems and	punctuation
Monologue and	comprehension and	different types of	and assessments following	*Recognise, choose and use a	create a poem using one of	assessments and GPS
Conversation Poems	oral discussion skills.	writing. *Practise text retrieval	Time Zone's spelling	variety of verb tenses including	these forms.	SATs practise (Year
Poetry by a variety		and analysis skills.	programme based on	simple, progressive and perfect	Non-Fiction: Formal and	6)
of authors	Shared Reading:	*Summarise and precis	National Curriculum	past and present.	Informal Letters	
	Class novel, read	information and ideas	requirements, including	*Use modal verbs and adverbs to	Write letters in role as	Reading
Non-Fiction:	through daily Share a	from more than one	spelling patterns and	indicate possibility.	characters from Cosmic using	Assessments:
Formal and Informal	Story sessions		statutory word lists.	*Recognise and use the passive	formal and informal language.	Informal assessment
Letters	The Iron Man	paragraph. *Retrieve, record and	Groups working on Year 5 or	form.		whilst reading to an
Writing letters in	Poetry	present information from	Year 6 focus statutory	*Choose and use for effect a	Text structure and	adult
role as characters	Formal and informal	non-fiction texts.	words.	variety of sentence types,	organization:	Accelerated Reader
from Cosmic using	letters	*Participate in	Spelling patterns: words	structures and lengths.	*Use and change paragraphs	quizzes and reports
formal and informal		discussions on texts	ending a-able/-ably; -ible/-	*Use a wider range of more	accurately and consistently.	Guided reading
language.	Reading aloud/	confidently and	ibly; homophones; silent	complex sentence openers.	*Use devices to build cohesion	activities
	Performance:	constructively.	letters; words containing		within paragraphs: adverbs,	Comprehension
<u>Class Novel:</u>	Read own writing	*Provide evidence for	hyphens; words with the 'i'	Punctuation:	pronouns, conjunctions.	assessments and
Cosmic – Frank	aloud to a partner,	opinions, predictions,	sound spelled ei after c	*Use a wide range of punctuation	*Link ideas and build cohesion	SATs reading paper
Cottrell Boyce	group or the whole	inferences and responses		correctly and consistently,	across paragraphs: adverbs,	practise (Year 6)
	class.	by making reference to	Dictation of sentences for	including capitals, full stops,	tense choices, repeated words.	
	Prepare poems to	the text.	handwriting and spelling to	question and exclamation marks	*Use dialogue in narratives to	Spoken Language
	read aloud and	*Identify how language,	increase retention of	and apostrophes.	convey character and advance	Assessments:
	perform in a poetry	structure and	spellings and fluency and	*Use commas to separate	the action.	Reading own writing
	assembly.	presentation contribute	speed of writing.	clauses, clarify meaning, for	*Use a wide range of	aloud to group/class
	Take part in drama-	to meaning.		parenthesis and after fronted	presentational and	Poetry performance
	based activities: hot-	*Discuss and evaluate		adverbials.	organizational devices to	Class poetry
	seating; conscience	how authors use imagery		*Use brackets and dashes for	structure texts.	assembly
	alley; freeze frame	and figurative language,		parenthesis.		
		using relevant technical		*Use semi-colons, colons and	Composition and effect:	
		terms.		dashes to mark the boundary	*Plan writing by noting and	
				between independent clauses.	developing initial ideas;	
					thinking about how authors	



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		*Identify and compare		*Punctuate lists and bullet points	have developed their	
		social, cultural and		correctly.	characters and settings or	
		historical themes and		*Use hyphens to avoid ambiguity.	drawing on reading and	
		conventions in and across		*Use ellipsis effectively.	research.	
		texts: fairy stories.		*Recognise and use correct	*Create and describe settings,	
		*Compare characters;		punctuation for direct and	characters, and atmosphere.	
		discuss different		recorded speech.	*Write effectively, using	
		accounts of events and			techniques to inform/engage	
		viewpoints, within a text		Grammar Slam:	the reader e.g. to create	
		and across more than one		*Daily starter activities to	suspense; to persuade.	
		text.		practise, apply and revise	*Use a variety of stylistic	
				grammar rules.	features for purpose/effect.	
				5	*Use expanded noun phrases	
					to communicate complicated	
					information concisely.	
					*Choose appropriate register	
					for degrees of formality.	
					*Precis longer passages.	
					*Evaluate, edit and proofread	
					texts.	
Spring 2	Individual Reading:	Explore and discuss a	Handwriting:	Vocabulary:	Fiction: Myths	Writing
Topic:	1-1 reading 2x a	variety of texts,	Handwriting practice	*Word of the Day activities to	Write a new adventure for	Assessments:
Ancient Greece	week.	including the class novel	through spelling, vocabulary	explore vocabulary relevant to	Odysseus.	Myth
	Accelerated Reader	and texts met in Shared	and writing activities to	shared texts, history, geography	Non-fiction: Biography	Retelling of a
Fiction:	sessions 2x a week.	and Guided Reading	produce neat, joined, fluent	or science units.	Write a biographical episode	biographical episode
Myths:		activities.	and consistent handwriting		from <i>Boy</i> .	Biography
The Adventures of	Guided Reading:		across the curriculum.	Sentence structure:	Research and write a	Persuasive text
Odysseus -	Weekly activities	*Summarise and precis	Activities to support,	*Revise and use all parts of	biography of a remarkable	
Hugh Lupton	exploring a variety of	information and ideas	individual handwriting	speech appropriately.	woman from history.	Spelling, Grammar
Greek Myths; The	texts and extracts,	from more than one	targets.	*Confidently use a range of	Non-Fiction: Persuasive texts	and Punctuation
Iliad and the	including the class	paragraph.		clauses - relative, embedded and	Research and write a	Assessments:
Odyssey - Marcia	novel, myths and non-	*Independently use a	<u>Spelling:</u>	subordinating - to add detail,	persuasive text on biodiversity	Weekly spelling tests
Williams	fiction texts.	dictionary and thesaurus.	Weekly spelling activities	express time, show contrast,	and rainforests.	Grammar and
	Developing reading,	*Retrieve, record and	and assessments following	concession or cause and effect.		punctuation
Non-Fiction:	comprehension and	present information from	Time Zone's spelling	*Revise, choose and use a variety	Text structure and	assessments and past
Biography:	oral discussion skills.	non-fiction texts.	programme based on	of verb tenses including simple,	organization:	GPS SATs paper
Extracts from Boy -		*Participate in	National Curriculum	progressive and perfect past and	*Use and change paragraphs	(Year 6)
Roald Dahl	Shared Reading:	discussions on texts	requirements, including	present.	accurately and consistently.	
Fantastically Great	Class novel, read	confidently and	spelling patterns and	*Revise the use of modal verbs	*Revise and use devices to	Reading
, Women Who Made	through daily Share a	constructively.	statutory word lists.	and adverbs to indicate	build cohesion within	Assessments:
History;	Story sessions	*Give reasons for the use	Groups working on Year 5 or	possibility.	paragraphs.	Informal assessment
Fantastically Great	Boy	of a wide range of	Year 6 focus statutory	*Revise and use the passive	*Revise and use devices for	whilst reading to an
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English Long-Term Plan 2024-2025. Time Zone								
Changed the World -	Fantastically Great	presentation features.	Spelling patterns: 'adding	*Revise, choose and use for	cohesion across paragraphs:	Accelerated Reader		
Kate Pankhurst	Women Who Made	*Provide evidence for	suffixes to words ending in -	effect a variety of sentence	adverbs, tense choices,	quizzes and reports		
The Women Who Led	History	opinions, predictions,	fer; homophones; revision of	types, structures and lengths.	repeated words.	Guided reading		
the Way - Mick	Fantastically Great	inferences and responses	prefixes: de-, re-, mis-, un-,	*Revise and use a wide and	*Write effectively, with a	activities		
Manning and Brita	Women Who Changed	by making reference to	in-, ir-, il	varied range of more complex	clear purpose, choosing	Comprehension		
Granstrom	the World	the text.		sentence openers.	content to inform/engage.	assessments and past		
	The Women Who Led	*Identify how language,	Dictation of sentences for		*Select appropriate grammar/	SATs reading paper		
Persuasive Writing:	the Way	structure and	handwriting and spelling to	Punctuation:	vocabulary and understand how	(Year 6)		
Using non-fiction	The Adventures of	presentation contribute	increase retention of	*Revise use of punctuation as	choices change and enhance			
texts, research and	Odysseus	to meaning.	spellings and fluency and	necessary, based on AfL:	the meaning of writing.	Spoken Language		
write a persuasive	The Iliad and the	*Discuss and evaluate	speed of writing.	capitals, full stops, question and	*Revise using stylistic	Assessments:		
text on an issue	Odyssey	how authors use language		exclamation marks and	features for purpose/effect.	Reading own writing		
relating to	Persuasive texts	for impact and to		apostrophes.	*Use dialogue in narratives to	aloud to group/class		
biodiversity/	Non-fiction texts	provoke reactions.		*Revise use of commas to	convey character and advance	Giving a persuasive		
rainforests.		*Identify and compare		separate clauses, clarify meaning	the action.	speech		
	Reading aloud/	social, cultural and		and for parenthesis.	*Revise techniques to engage/			
Class Novel:	Performance:	historical themes and		*Revise use brackets and dashes	persuade the reader.			
See note and list	Read own writing	conventions in and across		for parenthesis.	*Evaluate, edit and proofread			
below*	aloud to a partner,	texts.		*Revise use of semi-colons,	texts.			
	group or the whole	*Consider different		colons and dashes to mark the	*Choose and use a wide range			
	class.	accounts of events and		boundary between independent	of presentational and			
	Take part in drama-	discuss viewpoints, within		clauses.	organizational devices to			
	based activities: hot-	and across texts.		*Revise punctuation of lists and	structure texts.			
	seating; conscience			bullet points.				
	alley; freeze frame.			*Use hyphens to avoid ambiguity.	Composition and effect:			
	Give a persuasive			*Revise and use correct	*Plan writing by noting and			
	speech.			punctuation for direct and	developing initial ideas;			
	I			recorded speech.	thinking about how authors			
				*Use ellipsis effectively.	have developed their			
				······································	characters and settings or			
				Grammar Slam:	drawing on reading and			
				*Daily starter activities to	research.			
				practise, apply and revise	*Create and describe settings,			
				grammar rules.	characters, and atmosphere.			
					*Write effectively, using			
					techniques to inform/engage			
					the reader e.g., to create			
					suspense; to persuade.			
					*Use a variety of stylistic			
					features for purpose/effect.			
					*Use expanded noun phrases			
					to communicate complicated			
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					*Select appropriate grammar/ vocabulary and understand how choices change and enhance the meaning of writing. *Choose appropriate register for degrees of formality. *Know and follow the rules of	
					Standard English. *Precis longer passages. *Evaluate, edit and proofread texts.	
Summer 1	Individual Reading:	Explore and discuss a	Handwriting:	Vocabulary:	Poetry: Narrative Poems	Writing
Topic:	1-1 reading 2x a	variety of texts,	Handwriting practice	*Word of the Day activities to	Write and perform a short	Assessments:
All Change!	week.	including texts met in	through spelling, vocabulary	explore vocabulary relevant to	narrative poem inspired by	Narrative poem
-	Accelerated Reader	Shared and Guided	and writing activities to	shared texts, history, geography	Flannan Isle.	Newspaper report
Poetry:	sessions 3x a week.	Reading activities.	produce neat, joined, fluent	or science units.	Non-Fiction: Newspaper	
Narrative Poems:		*D	and consistent handwriting		Reports	Spelling, Grammar
Flannan Isle -	Guided Reading:	*Revision of retrieval and inference skills in	across the curriculum.	Sentence structure:	Write a newspaper report on	and Punctuation
Wilfred Wilson	Weekly activities	preparation for SATs	Activities to support,	*Revision of sentence	The Flannan Isle Mystery.	Assessments:
Gibson	exploring a variety of	reading assessment.	individual handwriting	objectives, as identified by AfL.		Weekly spelling tests
Jabberwocky - Lewis	texts and extracts,	redding assessment.	targets.		Text structure and	SATs
Carroll	including narrative	*Activities to support		*Activities to support class and	organization:	
	poems and historical	class and individual	Spelling:	individual targets.	*Revision of structure and	Reading
Non-Fiction:	news reports.	reading targets.	Weekly spelling activities		organization objectives, as	Assessments:
Newspaper Report:	Developing reading,		and assessments following	Punctuation:	identified by AfL.	Informal assessment
The Flannan Isle	and oral discussion		Time Zone's spelling	*Revision of punctuation		whilst reading to an
Mystery	skills; revising		programme based on	objectives, as identified by AfL.	*Activities to support class	adult
	comprehension skills.		National Curriculum		and individual targets.	Accelerated Reader
<u>Class Novel:</u>			requirements, including	*Activities to support class and		quizzes and reports
See note and list	Shared Reading:		spelling patterns and	individual targets.	Composition and effect:	Guided reading
below*	Class novel, read		statutory word lists.		*Revision of composition and	activities
	through daily Share a		Groups working on Year 5 or	Grammar Slam:	effect objectives, as	SATS
	Story sessions		Year 6 focus statutory	*Daily starter activities to	identified by AfL.	a 11
	Flannan Isle Tabbarwaalay		words.	practise, apply and revise	* A ativition to surport close	Spoken Language
	Jabberwocky		Antonyms and synonyms	grammar rules.	*Activities to support class and individual targets.	Assessment: Reading own writing
	Reading aloud/		investigations; statutory word revision; spelling		ana maiviauai targets.	aloud to group/class
	Reading aloud/ Performance:		patterns revision.			Poetry performance
	Read own writing					r verry performance
	aloud to a partner,		Dictation of sentences for			
	group or the whole		handwriting and spelling to			
	class.		increase retention of			



F	English Long-Term Plan 2024-2023, Time Zone								
	Prepare poems to		spellings and fluency and						
	read aloud and		speed of writing.						
	perform.								
<u>Summer 2</u>	Individual Reading:	Explore and discuss a	Handwriting:	Vocabulary:	Fiction: Character and	Writing			
<u>Topic:</u>	1-1 reading 2x a	variety of texts,	Handwriting practice	*Word of the Day activities to	setting description	Assessments:			
Crime and	week.	including the class novel	through spelling, vocabulary	explore vocabulary relevant to	Write a character description	Character			
Punishment	Accelerated Reader	and texts met in Shared	and writing activities to	shared texts, history, geography	of Bradley Chalkers in the	description			
	sessions 3x a week.	and Guided Reading	produce neat, joined, fluent	or science units.	first person.	Dilemma narrative			
Fiction:		activities.	and consistent handwriting		Contemporary Narrative:	Book Review			
Take One Book:	Guided Reading:		across the curriculum.	Sentence structure:	Dilemma				
There's a Boy in the	Weekly activities	*Revision of reading	Activities to support,	*Revision of sentence	Write a story creating and	Spelling, Grammar			
Girls' Bathroom -	exploring a variety of	objectives, as identified	individual handwriting	objectives, as identified by AfL.	resolving a dilemma for	and Punctuation			
Louis Sachar	texts and extracts,	by AfL.	targets.		characters from the class	Assessments:			
	including There's a	***	_	*Activities to support class and	novel.	Weekly spelling tests			
Character	Boy in the Girls'	*Activities to support	Spelling:	individual targets.	Non-Fiction: Reviews	Grammar and			
Description (first	Bathroom.	class and individual	Weekly spelling activities		Write a book review of There's	punctuation			
person)	Developing reading,	reading targets.	and assessments following	Punctuation:	a Boy in the Girls' Bathroom;	assessments			
Bradley Chalkers	and oral discussion		Time Zone's spelling	*Revision of punctuation	write and present a				
describes himself	skills; revising		programme based on	objectives, as identified by AfL.	recommendation of a favourite	Reading			
	comprehension skills.		National Curriculum		book.	Assessments:			
Contemporary			requirements, including	*Activities to support class and		Informal assessment			
Narrative: Dilemma	Shared Reading:		spelling patterns and	individual targets.	Text structure and	whilst reading to an			
Creating and	Class novel, read		statutory word lists.	_	organization:	adult			
resolving a dilemma	through daily Share a		Groups working on revising	Grammar Slam:	*Revision of structure and	Accelerated Reader			
for characters from	Story sessions		Year 5 or Year 6 focus	*Daily starter activities to	organization objectives, as	quizzes and reports			
the novel.	Reviews		statutory words.	practise, apply and revise	identified by AfL.	Guided reading			
			Antonyms and synonyms	grammar rules.		activities			
Non-Fiction:	Reading aloud/		investigation; converting	-	*Activities to support class				
Reviews:	Performance:		nouns and verbs into		and individual targets.	Spoken Language			
Write a review of	Read own writing		adjectives: suffixes -ful and		-	Assessment:			
There's a Boy in the	aloud to a partner,		-ive; converting adjectives		Composition and effect:	Reading own writing			
Girls' Bathroom	group or the whole		and nouns into verbs:		*Plan writing by identifying the	aloud to group/class			
Write a review of a	class.		suffixes -ify, -ate, -ise, -al;		audience for and purpose of	Giving a presentation			
favourite book and	Take part in drama-		work on statutory words and		the writing, selecting the	recommending a			
recommend it to	based activities: hot-		personal spelling lists.		appropriate form and using	favourite book			
peers.	seating; conscience				other similar writing as models	Participating in End			
	alley.		Dictation of sentences for		for my own.	of Year Production			
<u>Class Novel:</u>	Recommend a		handwriting and spelling to						
There's a Boy in the	favourite book to		increase retention of		*Revision of other composition				
Girls' Bathroom -	peers.		spellings and fluency and		and effect objectives, as				
Louis Sachar	Perform in end of		speed of writing.		identified by AfL.				
	year production.								



		*Activities to support class	
		and individual targets.	

NB Further opportunities for extended writing in a variety of non-fiction genres e.g., recounts, explanation, discussion and procedural texts will be provided across the curriculum, particularly in history, geography and science lessons.

*Class Novels and Share a Story

Our class novel will be read daily to all KS2 children during our Share a Story session at the end of the school day. We will sometimes also share and discuss poetry during this time. Our first novel will be The Terrible Thing That Happened To Barnaby Brocket by John Boyne. We will then read novels chosen from the following list, including Cosmic by Frank Cottrell Boyce and ending with The Boy in the Girls' Bathroom by Louis Sachar. Novels will feature a variety of genres, classic and contemporary texts, and authors from diverse backgrounds.

Novels The Secret Garden - Francis Hodgson Burnett Swallows and Amazons - Arthur Ransome Charlotte's Web - E.B. White The Terrible Thing That Happened To Barnaby Brocket - John Boyne The Nowhere Emporium - Ross Mackenzie The Girl of Ink and Stars - Kiran Millwood Hargrave The Wolves of Willoughby Chase - Joan Aiken Beetle Boy - M.G. Leonard The London Eye Mystery - Siobhan Dowd The Glorious Race of Magical Beasts - Alex Bell The Boy at the Back of the Class - Onjali Rauf Cosmic - Frank Cotterell Boyce The Boy in the Girls' Bathroom - Louis Sachar

Poetry

Poems from a Green and Blue Planet - Sabrina Mahfouz (ed.) Life Doesn't Frighten Me - Maya Angelou The Works - Pie Corbett (ed.) The Lost Spells - Robert Macfarlane