

English Long-Term Plan 2024-2025: Time Zone

Year 5/6 English Long-Term Plan: 2022-2023

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

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

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<p>Sonnets by Shakespeare and modern poets</p> <p>Non-Fiction: Non-chronological report: <i>Terrible Tudors</i> - Terry Deary Exploring the lives of rich and poor citizens in Tudor England in the style of <i>Horrible Histories</i>.</p> <p>Class Novel: <i>See note and list below*</i></p>	<p>Mr. William Shakespeare's Plays <i>Sonnets</i> <i>The Mousehole Cat</i> <i>Terrible Tudors</i> Non-fiction historical texts</p> <p>Reading aloud/ Performance: Read own writing aloud to a partner, group or the whole class. Perform a playscript. Participate constructively in role plays and improvisations.</p>	<p>*Participate in discussions on texts confidently and constructively. *Make thoughtful predictions and inferences. *Give a personal response to a text with well-argued reasons. *Provide evidence for opinions, predictions, inferences and responses by making reference to the text. *Discuss and evaluate how authors use imagery and figurative language, using relevant technical terms. *Discuss and evaluate how authors use language for impact e.g. to create suspense, to persuade and to provoke reactions. *Identify and compare social, cultural and historical themes and conventions in and across texts. *Compare characters and settings in and across texts.</p>	<p>ent/-ence/-ency; homophones.</p> <p>Dictation of sentences for handwriting and spelling to increase retention of spellings and fluency and speed of writing.</p>	<p>*Use a wider range of more complex sentence openers.</p> <p>Punctuation: *Use a wide range of punctuation correctly and consistently, including capitals, full stops, question and exclamation marks and apostrophes. *Use commas to separate clauses, clarify meaning, for parenthesis and after fronted adverbials. *Use brackets and dashes for parenthesis. *Use semi-colons, colons and dashes to mark the boundary between independent clauses. *Punctuate lists correctly, including using commas or semi-colons within lists and introducing the list with a colon. *Punctuate bullet points correctly and consistently. *Recognise and use correct punctuation for direct and reported speech. *Recognise and use ellipsis.</p> <p>Grammar Slam: *Daily starter activities to practise, apply and revise grammar rules.</p>	<p>Text structure and organization: *Use and change paragraphs accurately and consistently. *Use devices to build cohesion within paragraphs: adverbs, pronouns, conjunctions. *Link ideas and build cohesion across paragraphs: adverbs, tense choices, repeated words. *Use dialogue in narratives to convey character and advance the action. *Use a range of presentational and organizational devices to structure texts.</p> <p>Composition and effect: *Plan writing by noting and developing initial ideas; thinking about how authors have developed their characters and settings or drawing on reading and research. *Create and describe settings, 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 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 texts.</p>	<p>Guided reading activities Comprehension assessments and past SATs reading paper for Year 6</p> <p>Spoken Language Assessments: Reading own writing aloud to group/class Taking part in drama-based activities: hot-seating; conscience alley; freeze frame Performing scenes from a play</p>
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<p>Spring 1 Topic: Ancient Civilizations</p> <p>Fiction: Science Fiction: <i>The Iron Man</i> - Ted Hughes</p> <p>Poetry: Take One Poet: Valerie Bloom <i>Stars with Flaming Tails</i> Monologue and Conversation Poems Poetry by a variety of authors</p> <p>Non-Fiction: Formal and Informal Letters Writing letters in role as characters from <i>Cosmic</i> using formal and informal language.</p> <p>Class Novel: <i>Cosmic</i> - Frank Cottrell Boyce</p>	<p>Individual Reading: 1-1 reading 2x a week. <i>Accelerated Reader</i> sessions 3x a week.</p> <p>Guided Reading: Weekly activities exploring a variety of texts and extracts, including the class novel, poetry, science fiction and letters. Developing reading, comprehension and oral discussion skills.</p> <p>Shared Reading: Class novel, read through daily <i>Share a Story</i> sessions <i>The Iron Man</i> Poetry Formal and informal letters</p> <p>Reading aloud/ Performance: Read own writing aloud to a partner, group or the whole class. Prepare poems to read aloud and perform in a poetry assembly. Take part in drama-based activities: hot-seating; conscience alley; freeze frame</p>	<p>Explore and discuss a variety of texts, including the class novel and texts met in Shared and Guided Reading activities.</p> <ul style="list-style-type: none"> *Discuss understanding of a text and the meaning of words in context. *Recognise a wider range of types of poetry and the conventions for different types of writing. *Practise text retrieval and analysis skills. *Summarise and precis information and ideas from more than one paragraph. *Retrieve, record and present information from non-fiction texts. *Participate in discussions on texts confidently and constructively. *Provide evidence for opinions, predictions, inferences and responses by making reference to the text. *Identify how language, structure and presentation contribute to meaning. *Discuss and evaluate how authors use imagery and figurative language, using relevant technical terms. 	<p>Handwriting: Handwriting practice through spelling, vocabulary and writing activities to produce neat, joined, fluent and consistent handwriting across the curriculum. Building stamina for writing. Activities to support, individual handwriting targets.</p> <p>Spelling: Weekly spelling activities and assessments following Time Zone's spelling programme based on National Curriculum requirements, including spelling patterns and statutory word lists. Groups working on Year 5 or Year 6 focus statutory words. Spelling patterns: words ending a-able/-ably; -ible/-ibly; homophones; silent letters; words containing hyphens; words with the 'i' sound spelled ei after c</p> <p>Dictation of sentences for handwriting and spelling to increase retention of spellings and fluency and speed of writing.</p>	<p>Vocabulary: *Word of the Day activities to explore vocabulary relevant to shared texts, history, geography or science units.</p> <p>Sentence structure: *Revise and use all parts of speech appropriately. *Confidently use a range of clauses - relative, embedded and subordinating - to add detail, express time, show contrast, concession or cause and effect. *Recognise, choose and use a variety of verb tenses including simple, progressive and perfect past and present. *Use modal verbs and adverbs to indicate possibility. *Recognise and use the passive form. *Choose and use for effect a variety of sentence types, structures and lengths. *Use a wider range of more complex sentence openers.</p> <p>Punctuation: *Use a wide range of punctuation correctly and consistently, including capitals, full stops, question and exclamation marks and apostrophes. *Use commas to separate clauses, clarify meaning, for parenthesis and after fronted adverbials. *Use brackets and dashes for parenthesis. *Use semi-colons, colons and dashes to mark the boundary between independent clauses.</p>	<p>Writing Outcomes Science Fiction: Retell episodes from <i>The Iron Man</i> using figurative techniques and choosing words and layout for impact. Poetry: Take One Poet Explore the poetry of Valerie Bloom and create poems inspired by her work. Poetry: Monologue and Conversation Poems Read and discuss monologue and conversation poems and create a poem using one of these forms. Non-Fiction: Formal and Informal Letters Write letters in role as characters from <i>Cosmic</i> using formal and informal language.</p> <p>Text structure and organization: *Use and change paragraphs accurately and consistently. *Use devices to build cohesion within paragraphs: adverbs, pronouns, conjunctions. *Link ideas and build cohesion across paragraphs: adverbs, tense choices, repeated words. *Use dialogue in narratives to convey character and advance the action. *Use a wide range of presentational and organizational devices to structure texts.</p> <p>Composition and effect: *Plan writing by noting and developing initial ideas; thinking about how authors</p>	<p>Writing Assessments: Retelling of episodes from <i>The Iron Man</i> Poems Formal and informal letters</p> <p>Spelling, Grammar and Punctuation Assessments: Weekly spelling tests Grammar and punctuation assessments and GPS SATs practise (Year 6)</p> <p>Reading Assessments: Informal assessment whilst reading to an adult <i>Accelerated Reader</i> quizzes and reports Guided reading activities Comprehension assessments and SATs reading paper practise (Year 6)</p> <p>Spoken Language Assessments: Reading own writing aloud to group/class Poetry performance Class poetry assembly</p>
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		<p>*Identify and compare social, cultural and historical themes and conventions in and across texts: fairy stories.</p> <p>*Compare characters; discuss different accounts of events and viewpoints, within a text and across more than one text.</p>		<p>*Punctuate lists and bullet points correctly.</p> <p>*Use hyphens to avoid ambiguity.</p> <p>*Use ellipsis effectively.</p> <p>*Recognise and use correct punctuation for direct and recorded speech.</p> <p>Grammar Slam:</p> <p>*Daily starter activities to practise, apply and revise grammar rules.</p>	<p>have developed their characters and settings or drawing on reading and research.</p> <p>*Create and describe settings, characters, and atmosphere.</p> <p>*Write effectively, using techniques to inform/engage the reader e.g. to create suspense; to persuade.</p> <p>*Use a variety of stylistic features for purpose/effect.</p> <p>*Use expanded noun phrases to communicate complicated information concisely.</p> <p>*Choose appropriate register for degrees of formality.</p> <p>*Precis longer passages.</p> <p>*Evaluate, edit and proofread texts.</p>	
<p>Spring 2 Topic: Ancient Greece</p> <p>Fiction: Myths: <i>The Adventures of Odysseus</i> - Hugh Lupton <i>Greek Myths; The Iliad and the Odyssey</i> - Marcia Williams</p> <p>Non-Fiction: Biography: Extracts from <i>Boy</i> - Roald Dahl <i>Fantastically Great Women Who Made History;</i> <i>Fantastically Great Women Who</i></p>	<p>Individual Reading: 1-1 reading 2x a week. <i>Accelerated Reader</i> sessions 2x a week.</p> <p>Guided Reading: Weekly activities exploring a variety of texts and extracts, including the class novel, myths and non-fiction texts. Developing reading, comprehension and oral discussion skills.</p> <p>Shared Reading: Class novel, read through daily <i>Share a Story</i> sessions <i>Boy</i></p>	<p>Explore and discuss a variety of texts, including the class novel and texts met in Shared and Guided Reading activities.</p> <p>*Summarise and precis information and ideas from more than one paragraph.</p> <p>*Independently use a dictionary and thesaurus.</p> <p>*Retrieve, record and present information from non-fiction texts.</p> <p>*Participate in discussions on texts confidently and constructively.</p> <p>*Give reasons for the use of a wide range of organisational and</p>	<p>Handwriting: Handwriting practice through spelling, vocabulary and writing activities to produce neat, joined, fluent and consistent handwriting across the curriculum. Activities to support, individual handwriting targets.</p> <p>Spelling: Weekly spelling activities and assessments following Time Zone's spelling programme based on National Curriculum requirements, including spelling patterns and statutory word lists. Groups working on Year 5 or Year 6 focus statutory words.</p>	<p>Vocabulary: *Word of the Day activities to explore vocabulary relevant to shared texts, history, geography or science units.</p> <p>Sentence structure: *Revise and use all parts of speech appropriately.</p> <p>*Confidently use a range of clauses - relative, embedded and subordinating - to add detail, express time, show contrast, concession or cause and effect.</p> <p>*Revise, choose and use a variety of verb tenses including simple, progressive and perfect past and present.</p> <p>*Revise the use of modal verbs and adverbs to indicate possibility.</p> <p>*Revise and use the passive form.</p>	<p>Fiction: Myths Write a new adventure for Odysseus.</p> <p>Non-fiction: Biography Write a biographical episode from <i>Boy</i>. Research and write a biography of a remarkable woman from history.</p> <p>Non-Fiction: Persuasive texts Research and write a persuasive text on biodiversity and rainforests.</p> <p>Text structure and organization: *Use and change paragraphs accurately and consistently.</p> <p>*Revise and use devices to build cohesion within paragraphs.</p> <p>*Revise and use devices for linking ideas and building</p>	<p>Writing Assessments: Myth Retelling of a biographical episode Biography Persuasive text</p> <p>Spelling, Grammar and Punctuation Assessments: Weekly spelling tests Grammar and punctuation assessments and past GPS SATs paper (Year 6)</p> <p>Reading Assessments: Informal assessment whilst reading to an adult</p>

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<p><i>Changed the World</i> - Kate Pankhurst <i>The Women Who Led the Way</i> - Mick Manning and Brita Granstrom</p> <p>Persuasive Writing: Using non-fiction texts, research and write a persuasive text on an issue relating to biodiversity/rainforests.</p> <p>Class Novel: <i>See note and list below*</i></p>	<p><i>Fantastically Great Women Who Made History</i> <i>Fantastically Great Women Who Changed the World</i> <i>The Women Who Led the Way</i> <i>The Adventures of Odysseus</i> <i>The Iliad and the Odyssey</i> Persuasive texts Non-fiction texts</p> <p>Reading aloud/ Performance: Read own writing aloud to a partner, group or the whole class. Take part in drama-based activities: hot-seating; conscience alley; freeze frame. Give a persuasive speech.</p>	<p>presentation features. *Provide evidence for opinions, predictions, inferences and responses by making reference to the text. *Identify how language, structure and presentation contribute to meaning. *Discuss and evaluate how authors use language for impact and to provoke reactions. *Identify and compare social, cultural and historical themes and conventions in and across texts. *Consider different accounts of events and discuss viewpoints, within and across texts.</p>	<p>Spelling patterns: 'adding suffixes to words ending in -fer; homophones; revision of prefixes: de-, re-, mis-, un-, in-, ir-, il-.</p> <p>Dictation of sentences for handwriting and spelling to increase retention of spellings and fluency and speed of writing.</p>	<p>*Revise, choose and use for effect a variety of sentence types, structures and lengths. *Revise and use a wide and varied range of more complex sentence openers.</p> <p>Punctuation: *Revise use of punctuation as necessary, based on AFL: capitals, full stops, question and exclamation marks and apostrophes. *Revise use of commas to separate clauses, clarify meaning and for parenthesis. *Revise use brackets and dashes for parenthesis. *Revise use of semi-colons, colons and dashes to mark the boundary between independent clauses. *Revise punctuation of lists and bullet points. *Use hyphens to avoid ambiguity. *Revise and use correct punctuation for direct and recorded speech. *Use ellipsis effectively.</p> <p>Grammar Slam: *Daily starter activities to practise, apply and revise grammar rules.</p>	<p>cohesion across paragraphs: adverbs, tense choices, repeated words. *Write effectively, with a clear purpose, choosing content to inform/engage. *Select appropriate grammar/vocabulary and understand how choices change and enhance the meaning of writing. *Revise using stylistic features for purpose/effect. *Use dialogue in narratives to convey character and advance the action. *Revise techniques to engage/persuade the reader. *Evaluate, edit and proofread texts. *Choose and use a wide range of presentational and organizational devices to structure texts.</p> <p>Composition and effect: *Plan writing by noting and developing initial ideas; thinking about how authors have developed their characters and settings or drawing on reading and research. *Create and describe settings, 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 information concisely.</p>	<p><i>Accelerated Reader</i> quizzes and reports Guided reading activities Comprehension assessments and past SATs reading paper (Year 6)</p> <p>Spoken Language Assessments: Reading own writing aloud to group/class Giving a persuasive speech</p>
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					<p>*Select appropriate grammar/ vocabulary and understand how choices change and enhance the meaning of writing.</p> <p>*Choose appropriate register for degrees of formality.</p> <p>*Know and follow the rules of Standard English.</p> <p>*Precis longer passages.</p> <p>*Evaluate, edit and proofread texts.</p>	
<p>Summer 1 Topic: All Change!</p> <p>Poetry: Narrative Poems: <i>Flannan Isle</i> - Wilfred Wilson Gibson <i>Jabberwocky</i> - Lewis Carroll</p> <p>Non-Fiction: Newspaper Report: <i>The Flannan Isle Mystery</i></p> <p>Class Novel: <i>See note and list below*</i></p>	<p>Individual Reading: 1-1 reading 2x a week. <i>Accelerated Reader</i> sessions 3x a week.</p> <p>Guided Reading: Weekly activities exploring a variety of texts and extracts, including narrative poems and historical news reports.</p> <p>Developing reading, and oral discussion skills; revising comprehension skills.</p> <p>Shared Reading: Class novel, read through daily <i>Share a Story</i> sessions <i>Flannan Isle</i> <i>Jabberwocky</i></p> <p>Reading aloud/ Performance: Read own writing aloud to a partner, group or the whole class.</p>	<p>Explore and discuss a variety of texts, including texts met in Shared and Guided Reading activities.</p> <p>*Revision of retrieval and inference skills in preparation for SATs reading assessment.</p> <p>*Activities to support class and individual reading targets.</p>	<p>Handwriting: Handwriting practice through spelling, vocabulary and writing activities to produce neat, joined, fluent and consistent handwriting across the curriculum. Activities to support, individual handwriting targets.</p> <p>Spelling: Weekly spelling activities and assessments following Time Zone's spelling programme based on National Curriculum requirements, including spelling patterns and statutory word lists. Groups working on Year 5 or Year 6 focus statutory words. Antonyms and synonyms investigations; statutory word revision; spelling patterns revision.</p> <p>Dictation of sentences for handwriting and spelling to increase retention of</p>	<p>Vocabulary: *Word of the Day activities to explore vocabulary relevant to shared texts, history, geography or science units.</p> <p>Sentence structure: *Revision of sentence objectives, as identified by AfL.</p> <p>*Activities to support class and individual targets.</p> <p>Punctuation: *Revision of punctuation objectives, as identified by AfL.</p> <p>*Activities to support class and individual targets.</p> <p>Grammar Slam: *Daily starter activities to practise, apply and revise grammar rules.</p>	<p>Poetry: Narrative Poems Write and perform a short narrative poem inspired by <i>Flannan Isle</i>.</p> <p>Non-Fiction: Newspaper Reports Write a newspaper report on <i>The Flannan Isle Mystery</i>.</p> <p>Text structure and organization: *Revision of structure and organization objectives, as identified by AfL.</p> <p>*Activities to support class and individual targets.</p> <p>Composition and effect: *Revision of composition and effect objectives, as identified by AfL.</p> <p>*Activities to support class and individual targets.</p>	<p>Writing Assessments: Narrative poem Newspaper report</p> <p>Spelling, Grammar and Punctuation Assessments: Weekly spelling tests SATs</p> <p>Reading Assessments: Informal assessment whilst reading to an adult <i>Accelerated Reader</i> quizzes and reports Guided reading activities SATs</p> <p>Spoken Language Assessment: Reading own writing aloud to group/class Poetry performance</p>

English Long-Term Plan 2024-2025: Time Zone

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

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					*Activities to support class and individual targets.	
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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 Rickett* 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 Rickett - 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 Cottrell 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