



Year 5/6 English Long-Term Plan: 2023-2024

	Reading: decoding	Reading: comprehension	Writing: transcription	Writing: grammar, vocabulary and punctuation	Writing: composition	Assessments
<p>Autumn 1 Topic: Living Locally</p> <p>Fiction: Folk Tales: Descriptive writing: creating characters and settings <i>Northumberland Folk Tales</i> - Malcolm Green <i>Northumberland Folk Tales</i> - Rosalind Kerven</p> <p>Adventure stories: <i>The Rescue</i>. Writing episodes based on the wartime rescue of airmen in the Cheviot hills.</p> <p>Poetry: Poetry using figurative language, linked to class novel, <i>The Firework Maker's Daughter</i></p> <p>Non-Fiction: Formal and informal letters written in role <i>The Dam</i> - David Almond</p> <p>Class Novel:</p>	<p>Individual Reading: 1-1 reading 2x a week. <i>Accelerated Reader</i> sessions 2x a week. Guided Reading: Weekly activities exploring a variety of texts and extracts, including the class novel, folk tales, poetry, letters and non-fiction texts. Shared Reading: Class novel, read during daily <i>Share a Story</i> session <i>Northumberland Folk Tales</i> Poems using figurative effects including: <i>The Sea</i> - James Reeves; <i>City Jungle</i> - Pie Corbett; <i>The Magic Box</i> - Kit Wright; <i>The Eagle</i> - Alfred Lord Tennyson Poems by Benjamin Zephaniah <i>The Dam</i> Formal and informal letters 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 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 spellings following Time Zone's' spelling programme based on National Curriculum requirements, including spelling patterns and statutory word lists, with groups working 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; 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.</p>	<p>Fiction: Folk Tales Create character and setting descriptions using a variety of stylistic features for purpose and effect. Adventure stories Create episodes based on the wartime rescue of airmen in the Cheviot hills. Poetry: Figurative Language Explore, compare and contrast poems using figurative language: create poems using these techniques, inspired by <i>The Firework Maker's Daughter</i>. Non-Fiction: Formal and Informal Letters Write formal and informal letters in role, inspired by <i>The Dam</i>. 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.</p>	<p>Writing Assessments: Beginning of year Independent Write Folk Tale character and setting descriptions Poems using figurative effects Adventure story Formal and informal letters Spelling, Grammar and Punctuation Assessments: Weekly spelling tests Grammar and punctuation assessments, including SATs paper for Year 6 Reading Assessments: Informal assessment whilst reading to an adult <i>Accelerated Reader</i> quizzes and reports Guided reading activities Comprehension assessments, including SATs reading paper for Year 6 Spoken Language Assessments: Reading own writing aloud to partner/group/class</p>



<p><i>The Firework Maker's Daughter</i> - Philip Pullman</p>	<p>Prepare poems to read aloud and perform</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 the use of apostrophes for contraction and possession. *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.</p>	<p>*Use expanded noun phrases to convey complex information concisely. *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>Poetry performance</p>
<p>Autumn 2 Topic: Living Locally</p> <p>Fiction: Ghost/suspense stories: Retelling episodes from <i>A Christmas Carol</i> - Charles Dickens</p> <p>Poetry: Take One Poet - Benjamin Zephaniah</p> <p>Non-Fiction: Persuasive writing: Promoting Northumberland. A variety of promotional leaflets and websites on Northumberland attractions.</p> <p>Class Novel: See note and list below*</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, poetry, ghost/suspense stories and non-fiction texts.</p> <p>Shared Reading: Class novel, read during daily <i>Share a Story</i> session Poems by Benjamin Zephaniah A range of promotional materials. <i>A Christmas Carol</i></p> <p>Reading aloud/ Performance:</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. *Participate in discussions on texts confidently and constructively.</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 spellings following Time Zone's spelling programme based on National Curriculum requirements, including spelling patterns and statutory word lists, with groups working on Year 5 or Year 6 focus statutory words. Spelling patterns: words ending in -ant/-ance/ancy; -ent/-ence/-ency; homophones</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. *Use a wider range of more complex sentence openers.</p> <p>Punctuation: *Use a wide range of punctuation correctly and consistently, including capitals,</p>	<p>Fiction: Ghost/suspense stories Use techniques to build suspense to retell episodes from <i>A Christmas Carol</i>.</p> <p>Poetry: Take One Poet Explore the poetry of Benjamin Zephaniah and create poems inspired by his work.</p> <p>Non-Fiction: Persuasive Writing Create promotional literature to publicize Northumberland and its attractions.</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.</p>	<p>Writing Assessments: Ghost story featuring suspense Poetry Promotional leaflet</p> <p>Spelling, Grammar and Punctuation Assessments: Weekly spelling tests Grammar and punctuation assessments and SATs GPS paper</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</p>



	<p>Read own writing aloud to a partner, group or the whole class. Participate constructively in role plays and improvisations. Prepare poems to read aloud and perform</p>	<p>*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>Dictation of sentences for handwriting and spelling to increase retention of spellings; fluency and speed of writing.</p>	<p>full stops, question and exclamation marks and apostrophes. *Use commas to separate clauses, clarify meaning and for parenthesis. *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>*Use a wide range of presentational and organisational devices to structure texts. Composition and effect: *Plan writing by noting and developing initial ideas; thinking about how authors have developed their characters and settings; drawing on reading/research. *Create and describe settings, characters, and atmosphere. *Use a variety of stylistic features for purpose/effect. *Use techniques to engage the reader e.g., create suspense, persuade. *Choose appropriate register for degrees of formality. *Evaluate, edit and proofread texts.</p>	<p>Spoken Language Assessments: Reading own writing aloud to group/class Taking part in drama-based activities: hot-seating; conscience alley; freeze frame Poetry performance</p>
<p>Spring 1 Topic: The Maya</p> <p>Fiction: Fairy Stories <i>The Princess and the Pea, Who's Afraid of the Big Bad Book?</i> - Lauren Child <i>Instructions</i> - Neil Gaiman</p> <p>Poetry: Take One Poet:</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, poetry, fairy stories and non-fiction texts.</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.</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 spellings following Time Zone's spelling</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.</p>	<p>Fiction: Fairy Stories: Write a story featuring fairy story characters. Poetry: Take One Poet Explore the poetry of Joseph Coelho and create poems inspired by his work. Short Form Poetry Write short form poems. Non-Fiction: Non-chronological Report Write an information report on the production of chocolate.</p>	<p>Writing Assessments: Fairy story Poems Non-chronological report</p> <p>Spelling, Grammar and Punctuation Assessments: Weekly spelling tests Grammar and punctuation assessments and GPS</p>



<p>Joseph Coelho - <i>Overheard in a Tower Block</i> Short form poems: tetractys, tanka, cinquain</p> <p>Non-Fiction: Non-chronological report: the production of a chocolate bar <i>Chocolate: From Bean to Bar</i> - Anita Ganeri</p> <p>Class Novel: <i>See note and list below*</i></p>	<p>Shared Reading: Class novel, read during daily <i>Share a Story</i> session <i>The Princess and the Pea; Who's Afraid of the Big Bad Book?</i> <i>Instructions</i> Poems from <i>Overheard in a Tower Block</i> <i>Chocolate: From Bean to Bar</i> Non-chronological reports</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.</p>	<ul style="list-style-type: none"> *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. *Identify and compare social, cultural and historical themes and conventions in and across texts: fairy stories. *Compare characters; discuss different accounts of events and viewpoints, within a text and across more than one text. 	<p>programme based on National Curriculum requirements, including spelling patterns and statutory word lists, with groups working on Year 5 or Year 6 focus statutory words.</p> <p>Spelling patterns: words ending -able/-ably; -ible/-ibly; silent letters; words containing hyphens</p> <p>Dictation of sentences for handwriting and spelling to increase retention of spellings; fluency and speed of writing.</p>	<ul style="list-style-type: none"> *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>Punctuation:</p> <ul style="list-style-type: none"> *Use commas to separate clauses, clarify meaning and for parenthesis. *Use brackets and dashes for parenthesis. *Use semi-colons, colons and dashes to mark the boundary between independent clauses. *Punctuate lists and bullet points correctly. *Recognise and use correct punctuation for direct and recorded speech. *Use hyphens to avoid ambiguity. *Use ellipsis effectively. 	<p>Text structure and organization:</p> <ul style="list-style-type: none"> *Use a range of 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. <p>Composition and effect:</p> <ul style="list-style-type: none"> *Plan writing by noting and developing initial ideas, drawing on reading and research; by thinking about how authors have developed settings and characters. *Write effectively, establishing and maintaining a clear purpose and choosing content to inform/engage the reader. *Create and describe settings, characters, and atmosphere. *Use expanded noun phrases to convey complicated information concisely. *Use a variety of stylistic features for purpose/effect. *Use a variety of techniques to engage the reader. *Evaluate, edit and proofread texts. 	<p>SATs papers 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 SATs reading papers for Year 6</p> <p>Spoken Language Assessments: Reading own writing aloud to group/class Poetry performance Class poetry assembly</p>
<p>Spring 2 Topic: The Maya</p> <p>Fiction:</p>	<p>Individual Reading: 1-1 reading 2x a week. <i>Accelerated Reader</i> sessions 2x a week.</p>	<p>Explore and discuss a variety of texts, including the class novel and texts met in Shared and Guided Reading activities.</p>	<p>Handwriting: Handwriting practice through spelling, vocabulary and writing activities to produce neat, joined, fluent</p>	<p>Vocabulary: *Word of the Day activities to explore vocabulary relevant to shared texts, history, geography or science units.</p>	<p>Fiction: Story from another culture Write a story inspired by <i>Journey to Jo'burg</i>, set in South Africa</p> <p>Non-fiction: Biography</p>	<p>Writing Assessments: Story from another culture Biography</p>



<p>Story from another culture: <i>Journey to Jo'burg</i> - Beverley Naidoo</p> <p>Non-Fiction: Biography: Nelson Mandela Extracts from: <i>Long Walk to Freedom</i> - Nelson Mandela</p> <p>Class Novel: See note and list below*</p>	<p>Guided Reading: Weekly activities exploring a variety of texts and extracts, including the class novel, biographies, and other non-fiction texts.</p> <p>Shared Reading: Class novel, read during daily <i>Share a Story</i> session <i>Journey to Jo'burg</i> <i>Long Walk to Freedom</i> Biographies</p> <p>Reading aloud/ Performance: Read own writing aloud to a partner, group or the whole class. Participate constructively in role plays, improvisations and debates.</p>	<p>*Summarise and precis information and ideas from more than one paragraph. *Independently use a dictionary and thesaurus. *Retrieve, record and present information from non-fiction texts. *Participate in discussions on texts confidently and constructively. *Give reasons for the use of a wide range of organisational and 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>and consistent handwriting across the curriculum. Activities to support, individual handwriting targets.</p> <p>Spelling: Weekly spellings following Time Zone's spelling programme based on National Curriculum requirements, including spelling patterns and statutory word lists, with groups working on Year 5 or Year 6 focus statutory words. Spelling patterns: words with the 'i' sound spelled 'ei' after c; homophones; suffix -fer; revision of prefixes un-, re-, mis-, dis-</p> <p>Dictation of sentences for handwriting and spelling to increase retention of spellings; fluency and speed of writing.</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. *Revise, choose and use a variety of verb tenses including simple, progressive and perfect past and present. *Revise the use of modal verbs and adverbs to indicate possibility. *Revise and use the passive form. *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 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>Research and write a biography of Nelson Mandela</p> <p>Text structure and organization: *Use and change paragraphs accurately and consistently. *Revise and use devices to build cohesion within paragraphs. *Revise devices for linking ideas and building cohesion across paragraphs. *Effectively integrate dialogue in narratives to convey character/advance the action. *Choose and use a wide range of presentational and organizational devices to structure texts.</p> <p>Composition and effect: *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. *Revise techniques to engage the reader. *Evaluate, edit and proofread texts.</p>	<p>Spelling, Grammar and Punctuation Assessments: Weekly spelling tests Grammar and punctuation assessments and GPS SATs papers 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 SATs reading papers 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</p>
<p>Summer 1 Topic: Tectonics</p>	<p>Individual Reading: 1-1 reading 2x a week.</p>	<p>Explore and discuss a variety of texts, including the class novel</p>	<p>Handwriting: Handwriting practice through spelling, vocabulary</p>	<p>Vocabulary: *Word of the Day activities to explore vocabulary relevant to</p>	<p>Fiction: Diary Entries</p>	<p>Writing Assessments: Diary entries</p>



<p>Fiction: Diary entries: Shaun Tan - <i>The Lost Thing</i>, <i>Arrival</i></p> <p>Poetry: Performance poetry: Off by Heart - Roger Stevens <i>Poems Aloud</i>; <i>Courage Out Loud</i> - Joseph Coelho (ed.)</p> <p>Non-Fiction: Science explanation text: <i>How to Look After Your Heart</i></p> <p>Class Novel: <i>See note and list below*</i></p>	<p><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, poetry, explanation texts and other non-fiction.</p> <p>Shared Reading: Class novel, read during daily <i>Share a Story</i> session Poetry Explanation texts <i>The Lost Thing Arrival</i></p> <p>Reading aloud/ Performance: Read own writing aloud to a partner, group or the whole class. Prepare poems to read aloud and perform.</p>	<p>and 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>and writing activities to produce neat, joined, fluent and consistent handwriting across the curriculum. Activities to support, individual handwriting targets.</p> <p>Spelling: Weekly spellings following Time Zone's spelling programme based on National Curriculum requirements, including spelling patterns and statutory word lists, with groups working on Year 5 or Year 6 focus statutory words. Spelling patterns: revision of prefixes in-, il-, ir-; revision of spelling patterns and statutory words; antonyms and synonyms investigations</p> <p>Dictation of sentences for handwriting and spelling to increase retention of spellings; fluency and speed of writing.</p>	<p>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>Write descriptive diary entries inspired by <i>The Arrival</i>.</p> <p>Poetry: Performance Poems Write and perform poems inspired by performance poetry.</p> <p>Non-Fiction: Explanation Texts Write an explanation text linked to learning from science unit on The Circulatory System: <i>How to Look After Your Heart</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>Poetry Explanation text</p> <p>Spelling, Grammar and Punctuation Assessments: Weekly spelling tests Grammar and punctuation assessments 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>
<p>Summer 2 Topic: Tectonics</p> <p>Fiction: Take One Book: <i>Running Wild</i> - Michael Morpurgo</p> <p>Recount in role</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,</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 retrieval, inference and other reading objectives, as identified by AfL.</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>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>Fiction: Diary entry/recount Write a diary entry/recount in role as a character from <i>Running Wild</i>. Genre of children's own choice Write a piece of work inspired by <i>Running Wild</i>, in a genre chosen by children.</p> <p>Non-Fiction:</p>	<p>Writing Assessments: Newspaper report Diary/recount in role Genre of children's own choice Presentation</p>



<p>Composition in genre of children's own choice</p> <p>Non-Fiction: Newspaper Reports: <i>Saved from the Tsunami!</i></p> <p>Persuasive Text: Presentation: <i>The Cost of the Palm Oil Trade</i></p> <p>Class Novel: <i>Running Wild - Michael Morpurgo</i></p>	<p>including the class novel, newspaper reports and other non-fiction.</p> <p>Shared Reading: <i>Running Wild</i> Newspaper reports Presentations</p> <p>Reading aloud/ Performance: Read own writing aloud to a partner, group or the whole class. Give a formal presentation on a subject connected to <i>Running Wild</i>. Participate in end of year production.</p>	<p>*Activities to support class and individual reading targets.</p>	<p>Spelling: Weekly spellings following Time Zone's spelling programme based on National Curriculum requirements, including spelling patterns and statutory word lists, with groups working on revising Year 5 or Year 6 focus statutory words. Spelling patterns: antonyms and synonyms investigation; suffixes -ful and -ive; suffixes -ify and -ate; suffixes -ise and -en; revision of statutory words and personal spelling lists</p> <p>Dictation of sentences for handwriting and spelling to increase retention of spellings; fluency and speed of writing.</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>Newspaper report Write a newspaper report of the real life events that inspired <i>Running Wild</i>. Persuasive Presentation Create and give a presentation on the palm oil trade to classmates.</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>*Activities to support class and individual targets.</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 Taking part in drama- based activities: hot-seating; conscience alley; freeze frame Taking part in end of year production</p>
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***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 Firework Makers' Daughter* by Philip Pullman. We will then read a selection of the following novels during the year, ending with *Running Wild* by Michael Morpurgo. Novels will feature a variety of genres, classic and contemporary texts, and authors from diverse backgrounds. Novel choice will be guided by the text types/topics we are studying during the term and the children's own interests.

Novels

The Secret Garden - Francis Hodgson Burnett

Five Children and It - E. Nesbit

Swallows and Amazons - Arthur Ransome



A Small School with a BIG Heart

Ellingham C of E
Primary School

Charlotte's Web - E.B. White

Fantastic Beasts and Where to Find Them - J.K. Rowling

Boy in the Tower - Polly Ho-Yen

The Unforgotten Coat - Frank Cottrell Boyce

The Terrible Thing that Happened to Barnaby Rooker - John Boyne

The Nowhere Emporium - Ross Mackenzie

When the Sky Falls - Phil Earle

The Girl of Ink and Stars - Kiran Millwood Hargrave

Pax - Sara Pennypacker

The Wolves of Willoughby Chase - Joan Aiken

Beetle Boy - M.G. Leonard

The London Eye Mystery - Siobhan Dowd

Poetry

Poems from a Green and Blue Planet - Sabrina Mahfouz (ed.)

Life Doesn't Frighten Me - Maya Angelou

The Works - Pie Corbett (ed.)

A Nature Poem for Every Week of the Year - Samantha Bond (ed.)

The Lost Spells - Robert Macfarlane