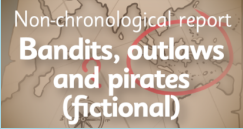


Year 5-6 Long Term Plan English 2025-26

 Writing to entertain	 Writing to inform	 Writing to persuade	 Writing to discuss	
Year 5 & 6 (UKS2)	Narrative Description Poetry	Reports Biography Newspaper Essay	Advertising Speech Campaign	Argument Newspaper Review

YEAR 5/6	What is the economic activity of the UK?		What role did Britain play in WW2?		How has crime and punishment changed through time?	
	Autumn 1 st half	Autumn 2 nd half	Spring 1st half	Spring 2nd half	Summer 1st half	Summer 2nd half
Type & purpose	 PVPG (week 1 - 5)   Non-chronological report Mythical beasts of the oceans <u>or</u>  Non-chronological report Bandits, outlaws and pirates (fictional) PVPG application unit	 All about WGPA for parent tour week Oracy   The Arrival by Shaun Tan - Setting description - Suspense and tension - Character description - Narrative - Flashback	Write Inspired: Conflict. Choice of outcome   Beyond the Lines (Film unit) - Choice of setting description - Narrative inc dialogue - Choice of alternative ending - Letter in character - Poetry (link to Siegfried Sassoon?)	 Should school residential be banned?  Air Raid instructions  TBC: Dialogue focus	Choice of writing in LLL 'How can school reduce its plastic waste?' - Letter to head / parents / pupils - Assembly speech - Discussion text - Information leaflet   Three Little Pigs (animation unit) - Formal police report	TBC  RWP: Dual narrative 



The Last Bear?? TBC
 Recount – Day 16 on
 Polar Island
 (Grammarsaurus)



Migrants
 (animation) – use as
 assessment text?
 Choice of outcome



Scrooge

- Setting description
- Characterisation through dialogue



RWP: Battle Cry

- Writing a speech in character. Link with history unit. (choice)



Explanation – How does the circulatory system work?
 (Grammarsaurus)

- Character description
- Choice of change narrative POV
- Oracy



Holes by Louis Sachar
 Options for writing

- Advert for Camp Green Lake
- Informal letter home
- Should children be sent to Camp Green Lake?
- Non-chron report on Yellow Spotted Lizard
- Instructions to make Sploosh



Poetry – based on the Highwayman

Whole class reading texts

Autumn 1: The Last Bear by Hannah Gold

Treasure Island by Robert Louis Stevenson (children classic fiction)
 Northern Lights by Philip Pullman (children classic fiction)
 The Raven by Edgar Allen Poe (poetry)
 Beetles (non fiction)
 Beetle Boy by MG Leonard (fiction)
 Eleanor Rigby by the Beatles (song)
 The Cultural Impact of the Beatles (information website)
 The Breadwinner by Deborah Ellis (Middle Eastern countries)
 Media Representations of Kate Middleton and Meghan Markle (discuss / critique media)

Autumn 2: The Boy in the Tower by Polly Ho-Yen

The Arrival by Shaun Tan (picture book) - in writing lessons
Scrooge by Charles Dickens - in writing lessons
 The Island by Armin Greder (picture book)
 On a Beam of Light by Jennifer Berne (biography)
 Do You Hear the People Sing? From Les Miserables (song)
 We Refugees by Benjamin Zephaniah (poetry)
 Floodland by Marcus Sedgewick (fiction)
 Crowding and Dense Populations (information)
 Malamander by Thomas Taylor (fiction openings)

Spring 1: Letters from the Lighthouse by Emma Carroll

Do Not Stand at my Grave and Weep by Mary Elizabeth Frye (poetry)
 Goodnight Mr Tom by Michelle Magorian (fiction)
 War Horse by Michael Morpurgo (fiction)
 The Proudest Blue by Ibtihaj Muhammad (biography/story)

Spring 2: Holes by Louis Sachar (in preparation for Summer 1 writing)

Once by Morris Gleitzman (fiction)
 Michelle Obama from Goodnight Stories for Rebel Girls (biography)
 Silverfin by Charlie Higson (fiction)
 Preventing Coronary Heart Disease - NHS Advice (information text)
 How do Burglar Alarms work? (information text)
 Tyger by William Blake (poetry)

Weekly SATs smasher

Darwin's Dragons by Lindsey Galvin

The Highwayman (poetry) – writing lessons
 Other Words for Home by Jasmine Warger (verse novel)
 Charles Darwin (biography website)
 The Last Wild by Piers Torday

READING LESSONS ARE FOCUSING ON PRACTISING SKILLS IN SUMMER 1. Eg SATs Smashers and Vocab Ninja resources.

SUMMER 2: Oracy and performance – KS2 production

Old Red Eyes is Back by the Beautiful South (song)

National Curriculum Reading Objectives

Maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, non-fiction, plays, poetry, non-fiction and reference books or text books

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- continuing to read and discuss an increasingly wide range of fiction, non-fiction, plays, poetry, non-fiction and reference books or text books

Maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, non-fiction, plays, poetry, non-fiction and reference books or text books

- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures or traditions
- recommending books that they have read to their peers, giving reasons for their choices
- making comparisons within and across books
- learning a wider range of poetry by heart.
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

Understand what they have read by:

- checking the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying how language, structure and presentation contribute to meaning.

Discuss and evaluate how authors use language, including figurative language, and its effect on the reader.

Distinguish between statements of fact and opinion.

- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures or traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart.
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

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- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning.

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- identifying how language, structure and presentation contribute to meaning.

	Retrieve, record and present information from non-fiction. Participate in discussions about books that are read to them and those that they read themselves, building on their own ideas and challenging the views of others courteously.. Provide reasoned justifications for their views.	Discuss and evaluate how authors use language, including figurative language, and its effect on the reader. Distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction. Participate in discussions about books that are read to them and those that they read themselves, building on their own ideas and challenging the views of others courteously. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. Provide reasoned justifications for their views.	Discuss and evaluate how authors use language, including figurative language, and its effect on the reader. Distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction. Participate in discussions about books that are read to them and those that they read themselves, building on their own ideas and challenging the views of others courteously. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. Provide reasoned justifications for their views.
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NC Writing Objectives

Spelling:

- Words ending in ‘-ious.’
- 2. Words ending in ‘-cious.’ If the root word ends in -ce the sound is usually spelled ‘-cious.’
- 3. Ending ‘-cial’ and ‘-tial.’ After a vowel ‘-cial’ is most common and ‘-tial’ after a consonant. But there are many exceptions.
- 4. Ending ‘-cial’ and ‘-tial.’ After a vowel ‘-cial’ is most common and ‘-tial’ after a consonant. But there are many exceptions.
- 5. Ending ‘-cial’ and ‘-tial.’ After a vowel ‘-cial’ is most common and ‘-tial’ after a consonant. But there are many exceptions.
- . Challenge words
- 7. Words ending in ‘-ant.’ ‘-ant’ Is used if there is an ‘a’ or ‘ay’ sound in the right place.
- 8. Words ending in ‘-ance.’ ‘-ance’ Is used if there is an ‘a’ or ‘ay’ sound in the right place.
- 9. Use -ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There many exceptions to this rule.
- 10. Words ending in ‘-able’ and ‘-ible.’ ‘-able’ is used where there is a related word ending ‘-ation.’
- 11. Words ending in ‘-ably’ and ‘-ibly.’ The ‘-able’ ending is usually but not always used if a complete root word can be heard before it. ‘y’ endings comply with previously learned rules and is replaced with ‘i’ as in rely > reliably
- 12. Challenge Words
- 13. Words ending in ‘-able.’ If this is being added to a root word ending in -ce or -ge then the e after the c or g is kept other wise they would be said with their hard sounds as in cap and gap.
- 14. Adverbs of time (temporal adverbs) these are words to develop chronology in writing.
- 15. Adding suffixes beginning with vowel letters to words ending in -fer. The r is

Spelling:

- Words with ‘silent’ letters at the start.
- 17. Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
- 18. Challenge Words
- 19. Words spelled with ‘ie’ after c.
- Words with the ‘ee’ sound spelled ei after c. The ‘i before e except after c’ rule applies to words where the sound spelled by ei is /ee/ However there are exceptions like those in the spellings.
- 21. Words containing the letter string ‘ough’ where the sound is /aw/.
- 22. Words containing the letter string ‘ough’ where the sound is /o/ as in boat or ‘ow’ as in cow.
- . Adverbs of possibility. These words show the possibility that something has of occurring.
- 24. Challenge Words
- 25. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
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Spelling:

- These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
- 30. Challenge Words
- 31. Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.
- 2. Challenge Words
- 33. Revision: Year 5 words
- 34. Revision: Year 5 words
- 35. Revision: Year 5 words
- 36. Revision: Year 5 words

doubled if the –fer is still stressed when the ending is added. If the –fer is not stressed then the r isn't doubled.

Handwriting and presentation

Pupils should be taught to write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task

Writing – composition

Plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.

Draft:

Draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- precisising longer passages
- using a wide range of devices to build cohesion within and across paragraphs.
- using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)

Evaluate and Edit:

Evaluate and edit by

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

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Draft:

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Evaluate and Edit:

Evaluate and edit by:

- ensuring the consistent and correct use of tense throughout a piece of writing
- proofread for spelling and punctuation errors
- perform their own compositions using appropriate intonation, volume and movement so that meaning is clear
- Use a thesaurus

Vocabulary, grammar and punctuation

- recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
- use the perfect form of verbs to mark relationships of time and cause
- use expanded noun phrases to convey complicated information concisely.
- use relative clauses beginning with who, which, where, when, whose, that or with an implied (omitted) relative pronoun
- use modal verbs or adverbs to indicate degrees of possibility
- use commas to clarify meaning or avoid ambiguity in writing
- use a colon to introduce a list
- punctuate bullet points concisely.

- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
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- use hyphens to avoid ambiguity
- use brackets, dashes or commas to indicate parenthesis
- use semi colons, colons or dashes to mark boundaries between independent clauses.
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Oracy opportunities	Woodgate Open Day presentation and tour	Easter service	KS2 performance: Leavers' Show
	Harvest service		
Learning Resources	Christmas service		
	Literacy Shed	Now Press Play	Now Press Play
	Grammarsaurus	Literacy Shed	Literacy Shed
	Vocab Ninja	Read Write Perform	Read Write Perform
	Now Press Play	Grammarsaurus	Grammarsaurus
		Vocab Ninja	Vocab Ninja
Assessment criteria: Assessment Framework			