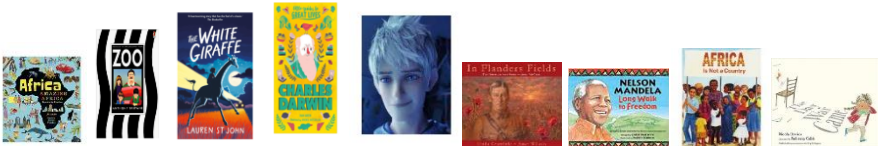


English long-term overview Year 5 and Year 6- Cycle A

Term 1		Term 2				Term 3				Term 4				Term 5				Term 6												
Topic		Out of Africa						Plastic Pollution								Myths and Legends														
See EB Reading Spine																														
Suggested texts																														
Text type English		Poetry/ descriptive piece	Non-fiction	Narrative	Poetry	Non-fiction	Narrative	Poetry- environmental	Non-fiction	Narrative	Poetry (Multicultural)	Non-fiction	Narrative	Non-fiction		Non-fiction		Narrative	Poetry	Narrative										
Suggested texts		Starting point- Africa Debate Starting point picture book- Zoo by Anthony Browne.	Should we keep animals in zoos?	Description of setting	Remembrance poetry. Flanders field	Charles Darwin- Little guides to great lives; Dan Green. Biography	Visual literacy- Jack Frost	Poems from a green and blue planet	Plastic pollution Persuasion The Whale who ate plastic	Itch- Simon Mayo	Maya Angelou- Life doesn't frighten me.	Beowulf- Diary Letters	Dragon narrative	Year 6- Reading review and grammar revision Year 5- Trip to PGL with residential as stimulus to write review piece (persuasion/ opinion).		Newspaper report linked to Greek myths.		Narrative- Greek myths	Poetry- Ode	Play script- show										
GPS coverage		- CL and closing punctuation - Nouns, verbs, adjective, adverbs. - Phrases, clauses and sentences.			- Co-ordinate and subordinate conjunctions - Fronted adverbials and commas - Semi-colons and colons - Active and passive - Modal verbs - Speech			- Apostrophes - Reported and direct speech - Determiners - Hyphens - Main- subordinate clauses				Tense types- progressive, simple, perfect.				- Verb forms- The subjunctive mood - Expanded noun phrases (as a device for up-levelling writing.)		- Grammatical terms and word classes - Punctuation (see writing progression doc.) - Functions of sentences. YEAR 6- Revision and consolidation; transition to Year 7.												
Spelling Year 5 REFER TO SPELLING SHED SCHEME		-tious -ious -cious -cial -tial			-ant -ance -ancy -ent -ence -able -ible		-ably -ibly	Ch. words	-able	Adverbs of time	-fer	Silent letters	Silent letters	Ch. words	ie after c	ei as ee	ough as or	ough	Adverb s	Hyph ens	Near homophones homophones				Ch. words	Hypens	Ch. word s	Revision words		
Spelling Year 6 REFER TO SPELLING SHED SCHEME		-cial and --tial Ch. words					i with y	igh with y	-over	-ful	Noun s and verbs	oa spelled ou or ow	Soft c (ce)	Dis-un-over-im-	ph	origin s	Unstressed vowels	-ent -ance	-er –or -ar	Adverb s	-ably	-ible	-ibly	-ent -ance	-er –or -ar	Adverb s	Revise and consolidate Transition to Year 7			

Reading	Writing transcript and composition	Vocabulary, Punctuation and Grammar	Handwriting
- maintain positive attitudes to reading and understanding of what they read by: - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - 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 and 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 wide range of writing - making comparisons within and across books by 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 read by: checking that 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 - 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 - discuss and evaluate how authors use language, including figurative language, considering the impact 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 they can read for themselves, building on their own and others' ideas and challenging views 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.	- use further prefixes and suffixes and understand the guidance for adding them - spell some words with 'silent' letters [for example, knight, psalm, solemn] - continue to distinguish between homophones and other words which are often confused - use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically - use dictionaries to check the spelling and meaning of words - use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary - use a the - 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 and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - precising 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 - 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 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 - proof-read for spelling and punctuation errors	- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms - using passive verbs to affect the presentation of information in a sentence - using the perfect form of verbs to mark relationships of time and cause - using expanded noun phrases to convey complicated information concisely - using modal verbs or adverbs to indicate degrees of possibility - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun - learning the grammar for years 5 and 6 in English Appendix 2 - indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing - using hyphens to avoid ambiguity - using brackets, dashes or commas to indicate parenthesis - using semi-colons, colons or dashes to mark boundaries between independent clauses - using a colon to introduce a list - punctuating bullet points consistently - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.	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.

English long-term overview Year 5 and Year 6 - Cycle B

		Term 1			Term 2			Term 3			Term 4			Term 5			Term 6															
Topic		Into the Unknown						For King and Country (WWII)						AD 900 Maya																		
Suggested texts																																
Text type English		Descriptive writing	Non-fiction	Narrative	Poetry	Non-fiction	Narrative	Poetry	Non-fiction	Narrative	Poetry	Non-fiction	Narrative	Non-fiction			Narrative		Non-fiction	Narrative	Play script											
Suggested texts		The skies above my eyes.	Moon landing news report	Baboon on the moon	Remembrance	Space race debate		World War II poetry	Persuasive speech Should we go to war?	The Lion, the with and the wardrobe. Evacuation	Blitz poetry- free verse	Aircraft used in WWII Skyward	Blitz Pearl harbour?	Year 6- Reading review and grammar revision Year 5- Trip to PGL with residential as stimulus to write review piece (persuasion/ opinion).			Mayan adventure		Newspaper- discovery of treasure Diary entry- arrival in Guatemala	Maya creation story	End of year show- play script											
GPS coverage		- CL and closing punctuation - Nouns, verbs, adjective, adverbs. - Phrases, clauses and sentences.			- Co-ordinate and subordinate conjunctions - Fronted adverbials and commas - Semi-colons and colons - Active and passive - Modal verbs - Speech			- Apostrophes - Reported and direct speech - Determiners - Hyphens - Main- subordinate clauses			Tense types- progressive, simple, perfect.			- Verb forms- The subjunctive mood - Expanded noun phrases (as a device for up-levelling writing.)			- Grammatical terms and word classes - Punctuation (see writing progression doc.) - Functions of sentences. YEAR 6- Revision and consolidation; transition to Year 7.															
Spelling Year 5 REFER TO SPELLING SHED SCHEME		-tious -ious -cious -cial -tial -cial and --tial Ch. words			-ant -ance -ancy -ent -ence -able -ible			-ably -ibly	Ch. words	-able	Adverbs of time	-fer	Silent letters	Silent letters	Ch. words	ie after c	ei as ee	ough as or	ou gh	Ad ver bs	Ch. word s	Near homophones homophones			Ch. words	Hypens	Ch. word s	Revision words				
Spelling Year 6 REFER TO SPELLING SHED SCHEME								i with y	igh with y	-over	-ful	Noun s and verbs	oa spelled ou or ow	Soft c (ce)	Dis- un- over- im-	ph	origin s	Unstressed vowels	- ent - anc e	-er -or -ar	Adverb s				-ably	-ible	-ibly	-ent -ance	-er -or -ar	Revise and consolidate Transition to Year 7		

Reading	Writing transcript and composition	Vocabulary, Punctuation and Grammar	Handwriting
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using passive verbs to affect the presentation of information in a sentence - using the perfect form of verbs to mark relationships of time and cause - using expanded noun phrases to convey complicated information concisely - using modal verbs or adverbs to indicate degrees of possibility - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun - learning the grammar for years 5 and 6 in English Appendix 2 - indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing - using hyphens to avoid ambiguity - using brackets, dashes or commas to indicate parenthesis - using semi-colons, colons or dashes to mark boundaries between independent clauses - using a colon to introduce a list - punctuating bullet points consistently - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.	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.