

Key Stage 2 Long Term Curriculum Planning, Lockington CE VC Primary School

Year 5/6 English Two-Year Rolling Programme

Cycle	Autumn	Spring	Summer
A	Fiction 1: Classic Fiction (3 weeks) Fiction 2: Biographies and Autobiographies (2 weeks) Non-Fiction 1: Recounts (2 weeks) Non-Fiction 2: Instructions and Explanations (2 weeks) Poetry 1: Slam poetry (2 weeks) Poetry 2: Classic poems (2 weeks) Revision:	Fiction 3: Short Stories: Mystery and suspense (2 weeks) Fiction 4: Drama (2 weeks) Non-Fiction 3: Argument and Debate (2 weeks) Non-Fiction 4: Reports and Journalistic Writing (2 wks.) Poetry 3: Classic Narrative and Oral Poems (3 weeks) Poetry 4: Poetic Style (2 weeks) Revision (Y6)	Fiction 5: Classic narrative and oral stories (3 wks.) Fiction 6: Short Stories: Fantasy (2 weeks) Non-Fiction 5: Persuasive writing (2 weeks) Non-Fiction 6: Non-chronological reports (2 wks.) Poetry 5: Debate poems (2 weeks) Poetry 6: The Power of Imagery (2 weeks) Revision (Y6)
B	Fiction 1: Historical Stories (3 weeks) Fiction 2: Significant Authors (2 weeks) Non-Fiction 1: Recounts (2 weeks) Non-Fiction 2: Instructions and Explanations (2 weeks) Poetry 1: Choral and Performance Poetry (2 weeks) Poetry 2: Narrative Poems (2 weeks)	Fiction 3: Stories from other cultures (3 weeks) Fiction 4: Short stories: flashbacks (2 weeks) Non-Fiction 3: Formal/impersonal writing (2 weeks) Fair Trade Letter Non-Fiction 4: Persuasive writing (2 weeks) Poetry 3: Finding a voice (1 week) Poetry 4: Poetic Style (2 weeks) Revision (Y6)	Fiction 5: Fiction Genres (3 weeks) Fiction 6: Traditional Stories, Fables, Myths and Legends (4 weeks) Non-Fiction 5: Report and Discussion (2 weeks) Non-Fiction 6: Poetry 5: Vocabulary building and monologues (2wks.) Poetry 6: Poet study (2 weeks) Revision (Y6)
Guided reading	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. Retrieve, record and present information from non-fiction. Asking questions to improve their understanding. 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. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Distinguish between statements of fact and opinion. I can distinguish between statements of fact and opinion. Identifying how language, structure and presentation contribute to meaning. Reading books that are structured in different ways and reading for a range of purposes. Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. 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.		
GPS	Use: <ul style="list-style-type: none"> • a wide range of conjunctions to create compound and complex sentences (Y5/6) • relative clauses beginning with 'who', 'which', 'where', 'why' or 'whose'. (Y5) • commas to clarify meaning or avoid ambiguity (Y5) • adverbials of time, place and number to link ideas across paragraphs (Y5) • brackets, dashes or commas to indicate parenthesis (Y5) 		

	<ul style="list-style-type: none"> • apostrophes correctly (Y5) • modal verbs to indicate degrees of possibility (Y5) • dialogue, recognise differences between spoken and written speech (contractions)(Y5/6) • full stops, commas, exclamation marks, speech marks and question marks to punctuate sentences correctly. (Y6) • hyphens to avoid ambiguity (Y6) • passive voice to present information in an objective way (Y6) • Recognise the difference between direct and indirect speech and relate to differences between informal and formal speech structures (Y5) <p>Year 5 and 6 Word Lists (National Curriculum); Apply spelling rules as listed in Appendix 1 (National curriculum); Nelson Spelling Scheme</p>
Terminology for pupils	<p>Year 5: relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity, modal verb</p> <p>Year 6: active and passive voice, subject and object, hyphen, synonym antonym, colon, semicolon, bullet points</p>
Handwriting	<p>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 (Penpals Handwriting Scheme)</p>

Long Term Planning

Year 3/4 English Two-Year Rolling Programme

Cycle	Autumn	Spring	Summer
A	Fiction 1: Stories by the same author Fiction 2: Stories from other cultures Non-Fiction 1: Instructions and explanations Non-Fiction 2: Information texts Poetry 1: Creating Images Poetry 2: Humorous poems Non-fiction: Christmas extras: letters	Fiction 3: Myths and legends Fiction 4: Stories from imaginary worlds Non-Fiction 3: Recounts Non-Fiction 4: Non-chronological reports Poetry 3: Traditional poems Poetry 4: Performance poems	Fiction 5: Adventure stories Fiction 6: Plays and dialogue Non-Fiction 5: Persuasive writing Non-Fiction 6: Non-chronological reports Poetry 5: Traditional poems Poetry 6: Shape poems
B	Fiction 1: Fables Fiction 2: Stories with familiar settings Non-Fiction 1: Instructions and explanations Non-Fiction 2: Information texts Poetry 1: Image poems Poetry 2: Poetic form – syllabic poems	Fiction 3: Myths and legends Fiction 4: Fairy stories and playscripts Non-fiction 3: Recounts Non-fiction 4: Non-chronological reports Poetry 3: List poems and kennings LOG IN SIGN UP Poetry 4: Poems to perform	Fiction 5: Stories about times past Fiction 6: Stories from other cultures Non-fiction 5: Persuasive writing Non-fiction 6: Chronological reports Poetry 5: Nonsense poems Poetry 6: Poetry by heart
Guided reading	Check that the text makes sense, discussing understanding and explaining the meaning of words in context. Asking questions to improve understanding of a text. Retrieve and record information from non-fiction. Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. Predict what might happen from details stated and implied. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Identify how language, structure, and presentation contribute to meaning. Discuss words and phrases that capture the reader's interest and imagination. Identify themes and conventions in a wide range of books; Identify main ideas drawn from more than one paragraph and summarising these.		
GPS	Recognise simple sentences and begin to recognise compound and complex sentences (Y3) Use and recognise: nouns, adjectives and adjectival phrases (Y3); powerful verbs (Y3); dialogue in narrative or in drama (Y3) Introduce the idea of a verb (Y3) and the idea of tense in verbs (Y3) Extend the range of sentences with more than one clause (Y3) Co-ordination: using 'and', 'or' and 'but' (compound)(Y3) Subordination: using a wider range of conjunctions to add subordinate clauses (complex)(Y3) Use: adverbs to modify verbs (Y4); conjunctions to express time or cause (Y4); prepositions to express time and place (Y4); adverbs and adverbials (prepositional phrases which act as adverbs) (Y4); commas after or before phrases and clauses (Y4); dialogue in narrative or in drama, emphasising the differences between spoken and written speech (Y4); the possessive apostrophe (Y4); fronted adverbials (Y4) Person – understanding that writing can be third or first person (Y4) Pronouns – using pronouns to avoid repetition or ambiguity and to add clarity and cohesion (Y4)		

	Year 3 and 4 Word Lists (National Curriculum); Apply spelling rules as listed in Appendix 1 (National curriculum)
Terminology for Pupils	Y3: Revise and consolidate KS1 word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause Y4: pronoun, possessive pronoun, adverbial, ellipsis.
Handwriting	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].