



St Edmund's and St Thomas' Catholic Primary School Y5/6 English Long Term Curriculum Plan



YEAR 5/6	Autumn 1 We Are Family Dead End Kids, Heroes of the Blitz – Bernard Ashley Poetry -The Missing by Michael Rosen	Autumn 2 Journeys The Invisible Man – graphic novel and classic novel – HG Wells	Spring 1 Objects/People Who Changed the World Macbeth retold by Marcia Williams, extracts from play William Shakespeare (Drama workshop) Poetry – Valerie Bloom	Spring 2 Planet Earth Beneath the Surface– Gary Crew Information texts about Mary Anning	Summer 1 Can You help Me? Little Mouse’s Big Book of Fears – Emily Gravett Information texts – The Romans	Summer 2 Wildlife Connections Non-fiction texts, poetry linked to the theme of conservation and local conservation. The Wonder Garden – Jenny Broom
Literary Form	Novel, prose recollections, poetry, documents, letters and photographs	Comparison between graphic novel format and classic fiction novel, visual literature, science fiction.	Figurative language, poetry, playscript Internal monologue, personification, simile, hyperbole, metaphor, alliteration, rhyme rhythm, visual literacy	Picture book, science fiction, fantasy, horror, visual literature, symbolism, subject specific vocabulary	Picture book, humour, information text, formal language, subject specific vocabulary.	Formal and technical language, Information text, subject specific language, persuasive language, emotive language, figurative language, rhyme, rhythm, alliteration, assonance, non-rhyming verse.
Link to Main NC Area of Learning	History	Computing – Book Creator		Geography, Science	History, Geography	Science – Plants Living Things and their habitats RE – Our world
PSHE	Friendship, trust, courage, resilience, The Holocaust, persecution, the refugee crisis	Overcoming perceptions and illusions to seek truth	Loyalty, guilt, innocence and fate	Outsider, secrets, power and control, good versus evil forces	Fears and overcoming fears, legacy	Pollution, responsibility, caring for the environment, taking action, campaigning
Reading	<p>Children continue to develop their fluency skills which in turn deepens their comprehension of texts. Fluency is developed through the use of effective word decoding strategies and increased word recognition (accuracy and automaticity). Children are also taught how to read with expression and intonation, applying the correct pace, phrasing, volume whilst paying attention to the punctuation and vocabulary in the text (prosody). Children follow the school’s own scheme of work for reading using Reciprocal Reading technique: Predict, Clarify, Question and Summarise. Home reading is linked to the Accelerated Reading programme.</p> <p>Word Reading: Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet Use prefixes to understand meanings e.g. dis, mis, pre, re, over, Use suffixes to understand meanings e.g. ible, able, ibly, ably, ant, ance, ancy, ent, ence, ency, Read and understand words from the statutory Year 5/6 National Curriculum word list</p> <p>Reading Comprehension: Make predictions -Make regular and increasingly plausible predictions as they read, modifying their ideas as they read the next part of the text. Learn to anticipate events based on their own experience, what has been read so far and knowledge of other similar texts. Y6 Compare their predictions with the events that occurred and consider why their predictions were accurate, plausible, or off the mark. Use prior knowledge to support understanding - Use background knowledge or information about the topic or text type to establish expectations about a text. Compare what is read to what was expected. Y6 Make comparisons between a text and others they have read. Use strategies to locate or infer the meaning of unfamiliar words - Identify when they do not understand the vocabulary used in a text and need to clarify the meaning. Give increasingly precise explanations of word meanings that fit with the context of the text they are reading. Check the plausibility and accuracy of their explanation or inference of the word meaning. Build a wide vocabulary - Consider a writer’s use of specific and precise nouns, adjectives, verbs and adverbs and discuss the meanings conveyed. Investigate the meaning of technical or subject specific words they meet in their reading. Distinguish between everyday word meanings and their subject specific use, e.g. the specific meaning of force in scientific texts. Discuss idioms. Collect unfamiliar vocabulary from texts they have read, define meanings and use the vocabulary when recording ideas about the text. Collect and define technical vocabulary met in other subjects, e.g. developing subject or topic glossaries. Use a dictionary effectively - Use dictionaries effectively to locate word meanings and other information about words, e.g. by using alphabetical order, understanding abbreviations, determining which definition is the most relevant to the context. Use a dictionary to check a suggested meaning. Y6 Identify the most appropriate meaning of a word used in a text from alternative definitions given in a dictionary. Ask questions to improve their understanding Identify where they do not fully understand a text. Ask effective questions that will help them clarify their understanding of the text or the topic they are researching Skim, scan and read closely - Locate information accurately through skimming to gain an overall sense of the text. Scan a text to gain specific information. Use the skills of skimming and scanning to identify sections of text to read more carefully and re-read/ read on as appropriate. Read carefully sections of texts to research information and to answer questions Annotate text - Identify and mark aspects of a text which are unclear in order to discuss or revisit on a second reading. As they read, identify, mark and annotate extracts which they think are significant to understanding characters, events or ideas or an author’s point of view or use of language, adding a commentary where this is helpful. Summarise understanding - Make regular, brief summaries of what they’ve read, identifying the key points. Summarise a complete short text or substantial section of a text. Summarise what is known about a character, event or topic, explain any inferences and opinions by reference to the text. Demonstrate understanding of stories, poetry and plays through retelling and reciting orally - Distinguish in reading aloud a story, poem or play script, between the narrator and characters, and between different characters. Read, rehearse, evaluate and modify a performance of a story, poem or play script to convey meaning and emotion. Y6 Read aloud to interpret poems or stories where meanings are conveyed directly and implied, varying the performance to convey meaning to an audience. Develop and express their understanding - Contribute to a discussion where a group explore their understanding of a topic raised through reading. Discuss and comment on texts, and present their ideas in appropriate and helpful formats, including graphically. Justify their ideas about a text - Evaluate a book or section of it, referring to details and examples in a text to back up their judgement and support their reasoning. Identify and summarise evidence from a text to support a hypothesis.</p>					

	Retrieve information from texts - Establish what is known about characters, events and ideas in narrative and non-fiction texts, retrieving details and examples from the text to back up their understanding or argument. Use evidence from across a text to explain events or ideas. Identify similarities and differences between characters, places, events, objects and ideas in texts. Retrieve information from texts and evaluate its reliability and usefulness.					
Reading linked to writing	<p>Use different formats to capture, record and explain what they have read, e.g. for and against columns, matrices and charts of significant information. Recognise different types of comprehension questions (retrieval/ inferential) and know whether the information required to answer will be explicitly stated or implied in the text. Answer questions by explaining their ideas orally and in writing, including questions requiring open-ended responses.</p> <p>Identify how ideas and themes are explored and developed over a text, e.g. how a story opening can link to its ending or how characters change over a narrative.</p> <p>Discuss the meaning of figurative language (metaphors and similes) and idiomatic words and phrases used in a text, beginning to explain the purpose and impact of such choices.</p> <p>Understand what is implied about characters and make judgements about their motivations and attitudes from the dialogue and descriptions.</p> <p>Identify the hints and suggestions that writers make through their choices of words and phrases and the associations these evoke, e.g. about characters, events or ideas.</p>	<p>Recognise where they don't understand why something happens in a text and ask questions to clarify their understanding.</p> <p>Identify social, moral or cultural issues or themes in stories, e.g. the dilemmas faced and dealt with by characters or the moral of the story. Link cause and effect in narratives and recounts.</p> <p>Compare the way that ideas or themes are presented in different versions (including in other media, e.g. film) of the same text.</p> <p>Record details retrieved from the text about characters, events and ideas, e.g. by making a comparison table, true or false grid etc.</p> <p>Recognise different types of comprehension questions (retrieval/ inferential) and know whether the information required for the answer will be explicitly stated or implied in the text. Vary the reading strategies they use and mode of answering according to what is expected of them by the question. Use confidently the different formats (matching, ordering etc.) to answer questions on a text.</p>	<p>Distinguish in reading aloud a story or play script, between the narrator and characters, and between different characters. Read, rehearse, evaluate and modify a performance of a story or play script to convey meaning and emotion.</p> <p>Read aloud to interpret poems or stories where meanings are conveyed directly and implied, varying the performance to convey meaning to an audience.</p> <p>Read poems by significant poets and identify what is distinctive about the style or presentation of their poems.</p> <p>Prepare poems for performance, identifying appropriate expression, tone, volume and use of voices and other sounds. Rehearse and improve their performance when reading texts aloud, in order to demonstrate their understanding.</p> <p>Recognise where they don't understand why something happens in a text and ask questions to clarify their understanding.</p> <p>Identify and discuss idiomatic phrases, expressions and comparisons (metaphors, similes and embedded metaphors) met in texts, considering why authors might have used them.</p>	<p>Understand what is implied about characters and make judgements about their motivations and attitudes from the dialogue and descriptions.</p> <p>Distinguish between plot events/ details and the main themes in the texts they read. Identify how ideas and themes are explored and developed over a text, e.g. how a story opening can link to its ending or how characters change over a narrative.</p> <p>Identify the hints and suggestions that writers make through their choices of words and phrases and the associations these evoke, e.g. about characters, events or ideas.</p> <p>Ask questions to clarify and explore their understanding of what is implied in the text</p> <p>Prepare for and carry out factual research by reviewing what is known, what needs to be found out, what resources are available and where to search.</p> <p>Pick out key sentences and phrases that convey important information.</p> <p>Take information from diagrams, flow charts and forms where it is presented graphically.</p> <p>Collect information from different sources.</p>	<p>Discuss the way that writers match language and text structure to their intentions - to entertain, amuse, inform, persuade etc.</p> <p>Re-present information from a text graphically. Comment on the illustrations and graphic representations they encounter in texts, linking their comments back to the text itself.</p> <p>Prepare for research by identifying what they already know and what they need to find out. Plan their inquiry or research in the light of these questions. Adapt their questions as they read.</p> <p>Locate information confidently and efficiently, using the full range of features of the information text being read, including information presented graphically.</p> <p>Use different formats to capture, record and explain information about what they have read, Explain and use accurately the subject specific vocabulary used in different non-fiction texts.</p>	<p>Prepare for research by identifying what they already know and what they need to find out. Plan their inquiry or research in the light of these questions. Adapt their questions as they read/ Identify the features of different non-fiction texts, e.g. recounts, instructions, explanations, persuasive writing and argument, including content, structure, vocabulary, style, layout and purpose.</p> <p>Investigate the use of language in different types of information text, e.g. words and phrases which signal a point of view in persuasive texts, how encyclopaedia convey authority.</p> <p>In persuasive writing and other texts investigate how language is used to present opinion.</p> <p>Take information from diagrams, flow charts and forms where it is presented graphically.</p> <p>Collect information from different sources.</p> <p>In texts written for mixed purposes (e.g. leaflets that are both information giving and persuasive), distinguish between fact, opinion and fiction.</p> <p>Y6 In non-fiction texts distinguish between explicit and implicit points of view.</p> <p>Refine research questions in the light of initial findings.</p>
Vocabulary, Grammar, Punctuation (and Spelling)	Grammatical Terminology: <i>Common/proper/abstract/collective noun, expanded noun phrase, adjective, adverb, verb tense (past, present, future), modal verb, imperative verb, preposition, conjunction, determiner, pronoun, possessive pronoun, relative pronoun, relative clause, adverbial, fronted adverbial, cohesion, ambiguity, modify, statement, question, exclamation, command, clause, subordinate clause, main clause, relative clause, phrase, subject, object, active, passive synonym, antonym apostrophe (contraction and possession), comma, direct speech, inverted commas, parenthesis, bracket, dash, ellipsis, hyphen, colon, semi-colon, bullet points</i>	Grammatical Terminology: <i>Common/proper/abstract/collective noun, expanded noun phrase, adjective, adverb, verb tense (past, present, future), modal verb, imperative verb, preposition, conjunction, determiner, pronoun, possessive pronoun, relative pronoun, relative clause, adverbial, fronted adverbial, cohesion, ambiguity, modify, statement, question, exclamation, command, clause, subordinate clause, main clause, relative clause, phrase, subject, object, active, passive synonym, antonym apostrophe (contraction and possession), comma, direct speech, inverted commas, parenthesis, bracket, dash, ellipsis, hyphen, colon, semi-colon, bullet points</i>	Grammatical Terminology: <i>Common/proper/abstract/collective noun, expanded noun phrase, adjective, adverb, verb tense (past, present, future), modal verb, imperative verb, preposition, conjunction, determiner, pronoun, possessive pronoun, relative pronoun, relative clause, adverbial, fronted adverbial, cohesion, ambiguity, modify, statement, question, exclamation, command, clause, subordinate clause, main clause, relative clause, phrase, subject, object, active, passive synonym, antonym apostrophe (contraction and possession), comma, direct speech, inverted commas, parenthesis, bracket, dash, ellipsis, hyphen, colon, semi-colon, bullet points</i>	Grammatical Terminology: <i>Common/proper/abstract/collective noun, expanded noun phrase, adjective, adverb, verb tense (past, present, future), modal verb, imperative verb, preposition, conjunction, determiner, pronoun, possessive pronoun, relative pronoun, relative clause, adverbial, fronted adverbial, cohesion, ambiguity, modify, statement, question, exclamation, command, clause, subordinate clause, main clause, relative clause, phrase, subject, object, active, passive synonym, antonym apostrophe (contraction and possession), comma, direct speech, inverted commas, parenthesis, bracket, dash, ellipsis, hyphen, colon, semi-colon, bullet points</i>	Grammatical Terminology: <i>Common/proper/abstract/collective noun, expanded noun phrase, adjective, adverb, verb tense (past, present, future), modal verb, imperative verb, preposition, conjunction, determiner, pronoun, possessive pronoun, relative pronoun, relative clause, adverbial, fronted adverbial, cohesion, ambiguity, modify, statement, question, exclamation, command, clause, subordinate clause, main clause, relative clause, phrase, subject, object, active, passive synonym, antonym apostrophe (contraction and possession), comma, direct speech, inverted commas, parenthesis, bracket, dash, ellipsis, hyphen, colon, semi-colon, bullet points</i>	Grammatical Terminology: <i>Common/proper/abstract/collective noun, expanded noun phrase, adjective, adverb, verb tense (past, present, future), modal verb, imperative verb, preposition, conjunction, determiner, pronoun, possessive pronoun, relative pronoun, relative clause, adverbial, fronted adverbial, cohesion, ambiguity, modify, statement, question, exclamation, command, clause, subordinate clause, main clause, relative clause, phrase, subject, object, active, passive synonym, antonym apostrophe (contraction and possession), comma, direct speech, inverted commas, parenthesis, bracket, dash, ellipsis, hyphen, colon, semi-colon, bullet points</i>

	<p><i>Informal speech/writing, formal speech/writing, Standard English Present perfect, past perfect, present simple, past simple, future simple, present progressive, past progressive, future progressive</i></p> <p>Select nouns and pronouns for clarity and cohesion and to avoid repetition. Expand noun phrases with the addition of modifying adjectives, nouns and prepositions. Use fronted adverbials, marking them with a comma. Use inverted comma and other punctuation to indicate direct speech. Use commas for clarity and to avoid ambiguity. Revise – Relationship between antonyms and synonyms</p>	<p><i>Informal speech/writing, formal speech/writing, Standard English Present perfect, past perfect, present simple, past simple, future simple, present progressive, past progressive, future progressive</i></p> <p>Use relative clauses Use modal verbs to indicate possibility Use adverbs to indicate possibility (for example, surely) Recognise word classes, including the identification of the subject and object of a sentence. Recognise vocabulary that is appropriate for formal speech and writing, including the subjunctive form</p>	<p><i>Informal speech/writing, formal speech/writing, Standard English Present perfect, past perfect, present simple, past simple, future simple, present progressive, past progressive, future progressive</i></p> <p>Use brackets, dashes or commas to indicate parenthesis Use expanded noun phrases to convey complicated information concisely Using the passive and active form of verbs Recognise vocabulary and structures that is appropriate for formal speech and writing, including the subjunctive form. Contrast with vocabulary used in informal speech and writing.</p>	<p><i>Informal speech/writing, formal speech/writing, Standard English Present perfect, past perfect, present simple, past simple, future simple, present progressive, past progressive, future progressive</i></p> <p>Use the perfect form of verbs to mark relationships of time and cause Use of colons and semi colons in lists Use of colons, semi colons and dashes to mark the boundary between independent clauses. Use of hyphens to avoid ambiguity.</p>	<p><i>Informal speech/writing, formal speech/writing, Standard English Present perfect, past perfect, present simple, past simple, future simple, present progressive, past progressive, future progressive</i></p> <p>Use commas to clarify meaning and avoid ambiguity. Explore devices to build cohesion within a paragraph and across paragraphs. Ellipsis</p>	<p><i>Informal speech/writing, formal speech/writing, Standard English Present perfect, past perfect, present simple, past simple, future simple, present progressive, past progressive, future progressive</i></p> <p>Explore devices to build cohesion within a paragraph and across paragraphs. Verb prefixes: dis, mis, re, over, de Convert nouns or adjectives into verbs using suffixes: ate, ise, ify</p>
Writing: Transcription	<p>Handwriting – follow Letter Join scheme Daily dictation. Spelling – follow RWI Spelling programme. Learn to spell National Curriculum CEW</p>					
Writing: Composition	<p>Read and analyse narrative texts in order to plan their own versions. Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative forms. Discuss and record ideas on a planning frame. Develop and clarify ideas through discussion. Note key ideas and vocabulary on plan. Develop characterisation through the use of description and dialogue. Use dialogue to move the action forwards. Collect and create vocabulary banks Link ideas within and across paragraphs using fronted adverbials for when and where e.g. <i>Several hours later...</i>, <i>Back at home...</i> Link ideas across paragraphs using adverbs of time and place. Use a range of devices to build cohesion: <i>Link ideas across paragraphs using fronted adverbials for when and where.</i> <i>Select nouns and pronouns to avoid repetition.</i> Proof read and edit own work in terms of spelling, grammar, vocabulary and punctuation. Proof read to ensure consistent use of tense.</p>	<p>Read and analyse narrative texts in order to plan their own versions. Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative forms. Discuss, organise and record ideas for writing using planning frames. Develop and clarify ideas through discussion. Note key ideas and vocabulary on plan. Develop characterisation through the use of description and dialogue. Use dialogue to move the action forwards. Collect, create and use vocabulary banks (including similes and metaphors). Write descriptions of settings selecting vocabulary to create atmosphere or suspense. Compose sentences with fronted adverbials for when and where. Compose sentences with relative clauses, including sentences where the relative pronoun is omitted. Link ideas across paragraphs using adverbs of time and place. Collect and use modal verbs. Proof read and edit own work in terms of spelling, grammar, vocabulary and punctuation. Proof read to ensure consistent use of tense.</p>	<p>Discuss the audience and purpose of the writing and record and organise ideas using a planning frame Develop settings and characterisation using vocabulary to create emphasis and atmosphere. Develop characterisation through the use of description, action and dialogue. Collect, create and use vocabulary banks (including expanded noun phrases, similes, metaphors) Use commas to indicate parenthesis. Use a wide range of devices to build up cohesion such as conjunctions, adverbials, pronouns, synonyms, repetition of words or phrases. Use rhetorical questions to engage listener/reader. Use the appropriate tone, intonation and volume when presenting own work to class/group, ensuring meaning is clear. Assess the effectiveness of own and others' writing in relation to audience and purpose. Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</p>	<p>Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, poetry and non-fiction and apply aspects in own writing. Discuss ideas to clarify thinking and add vocabulary and details to plan. Create and punctuate complex sentences, starting with 'ed' and 'ing' opening clauses. Develop characterisation through the use of description, action and dialogue. Collect, create and use vocabulary banks (including expanded noun phrases, similes, metaphors, idioms) Use a range of devices to build cohesion: <i>Link ideas across paragraphs using fronted adverbials for when and where.</i> <i>Use commas to indicate parenthesis in descriptive writing.</i> <i>Use brackets to indicate parenthesis in formal writing</i> <i>Use nouns for precision and description. Select nouns and pronouns to avoid repetition.</i> Assess the effectiveness of own and others' writing in relation to audience and purpose. Suggest changes to grammar and vocabulary to enhance effects and clarify meaning.</p>	<p>Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative and non-narrative texts and apply aspects in own writing. Discuss and record ideas for planning using a range of formats. Use organisational devices in non-fiction writing, e.g. headings, sub headings, <i>captions, text boxes, diagram, tables, glossary</i> Use a range of devices to build cohesion: <i>Link ideas across paragraphs using fronted adverbials for where, when</i> <i>Use expanded noun phrases to express complicated information concisely.</i> <i>Create and punctuate complex sentences, starting with 'ed' and 'ing' opening clauses.</i> <i>Use brackets to indicate parenthesis in formal writing.</i> <i>Use commas in sentences to avoid ambiguity.</i> Assess the effectiveness of own and others' writing in relation to audience and purpose. Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. Proof read to ensure consistent use of tense.</p>	<p>Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative and non-fiction and apply aspects in own writing. Use own research to create a plan for writing. Discuss ideas to clarify thinking and add vocabulary and details to plan. Use organisational devices in non-fiction writing, e.g. headings, sub headings, <i>captions, text boxes, diagram, tables, glossary.</i> Select and discuss appropriate register for formal and informal purposes. Make choices about techniques to engage the reader including appropriate tone and style e.g. rhetorical questions, direct address to the reader. Assess the effectiveness of own and others' writing in relation to audience and purpose. Use a range of devices to build cohesion. Select vocabulary to persuade, inform, describe Use a range of sentence structures for impact and effect. Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. Proof read for grammatical, spelling and punctuation errors</p>

Writing Outcomes	Character and setting descriptions Diary entries written in role Informal letter Playscript Write a missing chapter including dialogue	Setting description Write the opening to the story Recount series of diary entries from different viewpoints (using graphic novel) Recount – police report	Character descriptions Setting descriptions Diary entry in role Recount a key scene as a story Spells Write own poem using poem studied as a model	Setting description Series of journal entries Story – The Nightmare Research and write a magazine article including a biography.	Glossary of phobias Innovate and write own version of original story Research, plan and write an information report, present digitally.	Persuasive writing – letters and leaflets. Formal letters Balanced argument Research and write magazine article based on conservation theme.
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