

## English Long-Term Planning & Overview: Year 5 and 6 – Cycle A

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5/6 Cycle A	<b>POETRY (Texts)</b>		<b>Classic poems: Narrative poetry</b>  Lewis Carroll's Walrus and the Carpenter and Hilaire Belloc's Cautionary Tales (Hamilton trust)		<b>Poems on a theme: Black lives matter</b>  Benjamin Zephaniah 'People Need People' & poetryfoundation.org (Hamilton trust)		<b>Poems on a theme: Aspirations and dreams</b>  What do you want to be? by Wilf Merttens Hold Fast to Dreams by Langston Hughes Mother to Son by Langston Hughes (Hamilton trust)
	<b>Suggested outcome</b>		Structure rhyming couplets – recite a familiar poem by heart		Vocab building – read, write, perform poems and free verse.		Poetry appreciation – respond to poetry and recite poems  -Explore modal verbs/adverbs and relative clauses.
	<b>FICTION (Texts)</b>	<b>Guided reading: The Borrowers (<i>Fiction from our literary heritage</i>)</b>  <b>Skellig by David Almond <i>Fantasy</i> (POR)</b>	<b>Guided reading: The Borrowers (<i>Fiction from our literary heritage</i>)</b>	<b>Guided reading: The Borrowers (<i>Fiction from our literary heritage</i>)</b>  <b>The Hobbit <i>Fantasy/classics</i> (Hamilton trust)</b>	<b>Guided reading: The Borrowers (<i>Fiction from our literary heritage</i>)</b>	<b>Guided reading: The Borrowers (<i>Fiction from our literary heritage</i>)</b>  <b>Pie Corbett short stories – <i>Traditional Tales from other cultures</i> (T4W)</b>	<b>Guided reading: The Borrowers (<i>Fiction from our literary heritage</i>)</b>
<b>Suggested writing Outcome</b>	-Focus on description writing for character, setting and atmosphere.  - to recognise themes throughout Skellig e.g. birds, angels, loss.	Comprehension tasks for Guided reading: Retrieve Text scan Predict Deduce Compare Describe Vocabulary	-Letter and diary entries Writing in role as a character.  -Focus on range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms)	Comprehension tasks for Guided reading: Retrieve Text scan Predict Deduce Compare Describe Vocabulary	-Adapt an alternate a familiar traditional tale.  - Focus on sentence length variation, e.g. short, middle, long and how this effects the reader.  - Focus on a wide range of language and vocabulary in writing e.g. synonyms.	Comprehension tasks for Guided reading: Retrieve Text scan Predict Deduce Compare Describe Vocabulary	

<b>NON-FICTION</b>	<b>First News weekly newspaper</b>	<b>Explanation texts – The Ancient Greeks</b>		<b>Argument and debate – Is exploring Space important? (Topic link)</b>  <b>Persuasive writing – Current affairs/hot topic</b>		<b>Biographies and Autobiographies – Inspirational women</b>
<b>Suggested writing outcome</b>	-Look at current topics, analyse layout and features of newspaper articles.  -Write a newspaper article linked to our class book Skellig.	- Information text/ labels and diagrams - About Ancient Greece/place/time/people  -Focus on a wider range of punctuation such as colon, semi-colons, dashes and hyphens.		- Fact file Choose a planet  -Write a balanced argument for and against Space travel.		-Fact file/ biography –Research and write about a significant woman in History.
<b>Vocab, Grammar and Punctuation (Taken from NC)</b>	To develop their understanding of the concepts set out in English appendix 2 by: -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 (ie 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 semicolons, colons or dashes to mark boundaries between independent clauses -using a colon to introduce a list -punctuating bullet points consistently					
<b>Spelling</b>	<b>Year 5/6 - Read, write, inc spelling</b> – see separate planning overview.					