

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

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 5/6</b> Cycle B	POETRY (Texts)		The Dreadful menace – Winter Olympics (Literacy Shed)		William Wordsworth – poems (Local poet)		Narrative Poetry: Poems from a Green blue planet by Sabrina Mafouz (Hamilton trust)
	Suggested outcome		Understand hyperbole and exaggeration as a method of figurative language. To select appropriate vocabulary and devices (personification) to enhance meaning		Poetry appreciation – respond to poetry and recite poems		Focus on poetic features and language, looking at their effects on the reader. Explore synonyms and antonyms using dictionaries and thesauruses.
	FICTION (Texts)	Guided reading: Harry Potter and the Philosophers stone  Letters from the Lighthouse by Emma Carroll <i>Topic link</i> (The literacy shed)	Guided reading: Harry Potter and the Philosophers stone	Guided reading: Harry Potter and the Philosophers stone  Floodland by Marcus Sedgwick <i>Fantasy</i> (POR)	Guided reading: Harry Potter and the Philosophers stone  The Dreamgiver <i>Visual storytelling</i> (Literacy Shed)	Guided reading: Harry Potter and the Philosophers stone  The adventures of Odysseus by Hugh Lupton, Daniel Morden and Christina Balit <i>Stories from other times/ cultures</i> (POR)	Guided reading: Harry Potter and the Philosophers stone  Alma <i>Suspense</i> (Literacy Shed)
Suggested writing Outcome	Focus on description writing for character, setting and atmosphere – Diary entries and letters.	Comprehension tasks for Guided reading: Retrieve Text scan Predict Deduce Compare Describe Vocabulary	Focus on dialogue in narratives to convey character and advance the action – Diary entries and letters.	Comprehension tasks for Guided reading: Retrieve Text scan Predict Deduce Compare Describe Vocabulary  Turn the Dreamgiver clip into their own story, focusing on description and setting.	Comprehension tasks for language and vocabulary in writing e.g. synonyms, antonyms.  Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.	Comprehension tasks for Guided reading: Retrieve Text scan Predict Deduce Compare Describe Vocabulary  To try and build suspense in their own short story.	

<b>NON-FICTION</b>	First News weekly newspaper	<b>Explanation - The Vanishing rainforest by Richard Platt</b>  <b>Instructions – How to train your dragon by Cressida Cowell (Short extract)</b>		<b>Newspaper reports – Natural disasters Websites, First News Newspapers (Topic link)</b>		<b>Non – Fiction books about significant Monarchs from Tudor times and beyond.</b>
<b>Suggested writing outcome</b>	-Look at current topics, analyse layout and features of newspaper articles.	-Create an explanation text about deforestation in The Amazon.  -Write instructions on how to defeat a dragon.		-Look at climate change around the world, children choose a famous volcanic eruption and write a newspaper article about it.		-Write a letter of persuasion to become the new King or Queen of England. (Topic link).
<b>Vocab, Grammar and Punctuation (Taken from NC)</b>	To develop their understanding of the concepts set out in English appendix 2 by: <ul style="list-style-type: none"> <li>-recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>-using passive verbs to affect the presentation of information in a sentence</li> <li>-using the perfect form of verbs to mark relationships of time and cause</li> <li>-using expanded noun phrases to convey complicated information concisely</li> <li>-using modal verbs or adverbs to indicate degrees of possibility</li> <li>-using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> <li>-learning the grammar for years 5 and 6 in English appendix 2</li> <li>-indicate grammatical and other features by:             <ul style="list-style-type: none"> <li>-using commas to clarify meaning or avoid ambiguity in writing</li> <li>-using hyphens to avoid ambiguity</li> <li>-using brackets, dashes or commas to indicate parenthesis</li> <li>-using semicolons, colons or dashes to mark boundaries between independent clauses</li> <li>-using a colon to introduce a list</li> <li>-punctuating bullet points consistently</li> </ul> </li> </ul>					
<b>Spelling</b>	<b>Year 5/6 - Read, write, inc spelling</b> – see separate planning overview.					