

Overview Yr 5/6	Term 1				Term 2				Term 3							
Stimulus themes /topics	Who let the Gods out?				Pilgrim Fathers				Arabian Nights							
Reading for pleasure and reading independence	Who let the Gods out? – Maz Evans				Holes by Louie Sachar				The Golden Horsemen of Baghdad – Saviour Pirota							
Reading range and focus: whole class	Who let the Gods out? – Maz Evans				The boy who fell off the mayflower Holes by Louie Sachar				The Golden Horsemen of Baghdad – Saviour Pirota 1001 Nights							
Writing Purpose and range	<ul style="list-style-type: none"> Adventures of Odysseus CLPE – information, letters, diaries, speeches, debate Discussion text - Icarus Narrative - Greek myths 		<ul style="list-style-type: none"> Poetry – The Dreadful Menace Narrative - Christmas Carol-alternate endings. 		<ul style="list-style-type: none"> Information text – Flanimals Journalistic writing – Mayflower’s arrival (Narrative – For the Birds) Instructions – DT link 		<ul style="list-style-type: none"> Holes – narrative, diary writing, biography Poetry – the Highwayman 		BOB COX – OPENING DOORS, GD FOCUS. <ul style="list-style-type: none"> CLPE 1001 Nights - narrative / scripts Persuasive/letter writing – to King, to save Scherezade Narrative – Hound of the Baskervilles-tension building 		<ul style="list-style-type: none"> CLPE – Macbeth Non-chronological report – precious object – History link / Baghdad Recount – memories 					
Sentence grammar and punctuation skills linked to reading models and writing journeys Year 6 objectives - milestones	Degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must). <u>Speech punctuation</u> Using the apostrophe for a range of purposes. <u>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases</u> <u>Show an awareness of the difference between formal and informal vocabulary</u>				Use relative clauses <u>Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before).</u> Choose vocabulary and grammar carefully to enhance meaning and fit the purpose of the text. <u>Use cohesive devices, including adverbials, within and across paragraphs.</u>				<u>Brackets, dashes or commas to indicate parenthesis mostly correctly (subordinate clauses).</u> <u>Use of comma to clarify meaning or avoid ambiguity</u> <u>Use a wide range of clause structures, sometimes varying their position within the sentence</u>				Use devices to build cohesion within a paragraph <u>Using a colon to introduce a list and punctuating bullet points consistently.</u> <u>Use of the semi-colon in lists and to mark clauses.</u> <u>Select vocabulary ad grammatical structures that reflect the level of formality required mostly correctly.</u>			
Sentence grammar and punctuation skills linked to reading models and writing journeys Year 5 objectives- milestones	<u>Indicating degrees of possibility using adverbs</u> Speech punctuation Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases				Use relative clauses Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before).				Brackets, dashes or commas to indicate parenthesis mostly correctly (subordinate clauses). <u>Comma used occasionally to clarify meaning or avoid ambiguity.</u>				<u>Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly.</u> Using a colon to introduce a list and punctuating bullet points consistently.			
Talk: skills, opportunities and outcomes	Debate Discussing text – class reader		Sharing poetry aloud Discussing text – class reader		Discussing text – class reader		Discussing text – class reader		Discussing text – class reader		Documentary narration					
Special Events																
Spelling: phase objectives (will be enhanced with AFL induced sub-group targets and teaching) No Nonsense spelling scheme used Yr2-6 Phonics play planning used Yr R-1	Year 5 silent letters able/ible homophones statutory word list	Year 6 able/ably ible/ibly able/ible homophones statutory word list	Year 5 plurals apostrophe for possession and contraction hyphen dictionaries	Year 6 suffix –fer cious/tious	Year 5 ough Rare GPCs ably/ibly homophones proof reading statutory word list	Year 6 ough tial/cial proofreading statutory word list	Year 5 revision proofreading root words homophones ei/ie	Year 6 homophones dictation generating words – prefixes and suffixes	Year 5 Strategies for spelling Proofreading Homophones Statutory list	Year 6 Revision Rare GPCs ant – ance/ancy proofreading independently	Year 5 Dictionary /proofreading suffixes homophones Revision	Year 6 ent-ence/ency homophones statutory word list				

This long term plan does not reflect planning for guided reading group skills or additional early processing skills for reading (teaching phonics and word recognition)

Genres to be covered: Descriptive Writing, Biography / Autobiography, Explanation/Information, Persuasion, Recount, Play script, Letter, Instructions, Discussion, Narrative, Poetry