

## Year 5/6 – English Long Term Overview

Inform

Entertain

Persuade

Discuss

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
<p>Text:</p>  <p>Pandora Discovered</p> <p>Outcome: <b>Inform - NCR about Pandora</b></p>	<p>Text:</p>  <p>Rose Blanche</p> <p>Outcome: <b>Inform - letter from Rose</b></p>	<p>Text:</p>  <p>Leon and the Place Between</p> <p>Outcome: <b>Entertain - retelling an element of the story creating atmosphere</b></p>	<p>Text:</p>  <p>Holes</p> <p>Outcome: <b>Multiple outcomes</b></p>	<p>Text:</p>  <p>T</p> <p>Outcome: <b>Multiple outcomes</b></p>	<p>Text:</p>  <p>Macbeth</p> <p>Outcome: <b>Discuss - balanced argument</b></p>
Learning Journey 2	Learning Journey 2	Learning Journey 2			Learning Journey 2
<p>Text:</p>  <p>Cosmic</p> <p>Outcome: <b>Entertain - alternate ending of landing on a new planet</b></p>	<p>Text:</p>  <p>The Lost Words</p> <p>Outcome: <b>Entertain - poetry</b></p>	<p>Text:</p>  <p>The Nowhere Emporium</p> <p>Outcome: <b>Inform - Tour guide to an imagined new room</b></p>			<p>Text:</p>  <p>The Final Year</p> <p>Outcome: <b>Multiple outcomes</b></p>

## National Curriculum Statements

## Curriculum Priority Year 5

## Curriculum Priority Year 6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pandora Discovered	Rose Blanche	Leon and the Place Between	Holes	Floodland	Macbeth
<p><b>Key Statements</b> Write legibly, fluently and with increasing speed</p> <p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>using the perfect form of verbs to mark relationships of time and cause</p> <p>punctuating bullet points consistently</p> <p>Vary the length of sentences</p> <p>Discuss choices linked to purpose and audience</p> <p>Vary sentence length</p> <p>Oracy Y5 - To project their voice to large audience. Y6 - physical - speak fluently in front of an audience.</p>	<p><b>Key Statements</b> Use a thesaurus</p> <p>noting and developing initial ideas, drawing on reading and research where necessary</p> <p>proof-read for spelling and punctuation errors</p> <p>using a colon to introduce a list</p> <p>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>using modal verbs or adverbs to indicate degrees of possibility</p> <p>Use a colon to introduce a list</p> <p>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>Subjunctive form</p> <p>Oracy Y5 - cognitive - draw upon knowledge of the world to support their own point of view and explore different perspectives. Y6 - cognitive - construct a detailed argument or complex narrative.</p>	<p><b>Key Statements</b> in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>using passive verbs to affect the presentation of information in a sentence</p> <p>Use dialogue to convey character</p> <p>Select grammar to reflect what the writing requires</p> <p>Integrate dialogue to convey character and advance the action</p> <p>Oracy Y5 - physical - gestures become increasingly natural. Y6 - physical - have a stage presence.</p>	<p><b>Key Statements</b> using a wide range of devices to build cohesion within and across paragraphs</p> <p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>using semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>Vary the position of clauses within a sentence</p> <p>Use a colon to introduce a second sentence that explains or clarifies the previous one</p> <p>Oracy Y5 - cognitive - identify when a discussion is going off topic and to be able to bring it back on track. Y6 - cognitive - spontaneously respond to increasingly complex questions, citing evidence where appropriate</p>	<p><b>Key Statements</b> proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Use a semi colon to join two related independent clauses (in place of a coordinating conjunction)</p> <p>Use a wide range of sentence structures and manage content effectively through internal punctuation</p> <p>Oracy Y5 - physical - project their voice to large audience. Y6 - physical - consciously adapt tone, pace and volume of voice within a single situation.</p>	<p><b>Key Statements</b> précising longer passages</p> <p>Include a range of devices to build cohesion within and across paragraphs</p> <p>Evaluate and edit their writing</p> <p>Oracy Y5 - cognitive - Be able to draw upon knowledge of the world to support their own point of view and explore different perspectives Y6 - cognitive - construct a detailed argument or complex narrative.</p>
<p><b>Vocabulary</b> access, detect, overcome, resources, significant, theory, capable, reluctant</p>	<p><b>Vocabulary</b> accurate, complex, develop, foundation, literature, phase, represent, controversial</p>	<p><b>Vocabulary</b> conclusion, diversity, framework, maintain, physical, standard, acquire</p>	<p><b>Vocabulary</b> authority, condition, draft, revision, strategies, voluntary, clarity</p>	<p><b>Vocabulary</b> anticipate, confirmed, rigid, structure, eliminate, prior, affect</p>	<p><b>Vocabulary</b> benefit, consequences, emphasis, style, component, scheme, temporary</p>

Cosmic	The Lost Words	The Nowhere Emporium			The Final Year
<p><b>Key Statements</b> Use dictionaries to check the spelling and meaning of words</p> <p>in narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>using expanded noun phrases to convey complicated information concisely</p> <p>using brackets, dashes or commas to indicate parenthesis</p> <p>Develop a range of devices to build cohesion within and across paragraphs</p> <p>Vary the position of clauses within a sentence</p> <p>Use dialogue to advance the action</p> <p>Oracy Y5 - linguistic - use an increasingly sophisticated range of sentence stems with fluency and accuracy. Y6 - linguistic - vary sentence structures and length for effect when speaking.</p>	<p><b>Key Statements</b> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>using hyphens to avoid ambiguity</p> <p>Evaluate the effectiveness of their writing and edit</p> <p>Evaluate the effectiveness of their writing and edit</p> <p>Add detail and delete for clarification</p> <p>Oracy Y5 - social and emotional - Listening for extended periods of time. Y^ - social and emotional - use humour effectively.</p>	<p><b>Key Statements</b> using further organisational and presentational devices to structure text and to guide the reader</p> <p>Relative clauses beginning with an omitted relative pronoun</p> <p>Select grammar to reflect what the writing requires</p> <p>Oracy Y5 - linguistic - use an increasingly sophisticated range of sentence stems with fluency and accuracy. Y6 - linguistic - be comfortable using idiom and expressions.</p>	<p><b>Key Statements</b> assessing the effectiveness of their own and others' writing</p> <p>using commas to clarify meaning or avoid ambiguity in writing</p> <p>Evaluate the effectiveness of their writing and edit</p> <p>Use commas to mark clause boundaries / provide clarity and avoid ambiguity</p> <p>Oracy Y5 - social and emotional - speak with flair and passion. Y6 - social and emotional - be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions.</p>	<p><b>Key Statements</b> Link ideas across paragraphs using adverbials of time / place and number</p> <p>Select grammar to reflect what the writing requires</p> <p>Oracy Y5 - linguistic - Use an increasingly sophisticated range of sentence stems with fluency and accuracy Y6 - linguistic - vary sentence structures and length for effect when speaking.</p>	<p><b>Key Statements</b> Add detail and delete for clarification.</p> <p>Oracy Y5 - social and emotional - Speak with flair and passion. Y6 - physical - have a stage presence.</p>
<p><b>Vocabulary</b> appreciation, contract, random, schedule, substitution, trigger, intensity, analysis</p>	<p><b>Vocabulary</b> approach, contrast, establish, influence, monitoring, concept, format</p>	<p><b>Vocabulary</b> appropriate, convinced, evaluation, motivation, recovery, separate, period, source</p>	<p><b>Vocabulary</b> channel, interaction, national, rejected, sustainable, isolated, confined</p>	<p><b>Vocabulary</b> circumstances, cycle, international, outcomes, aware, persistent, evolution, global</p>	<p><b>Vocabulary</b> flexibility, overall, shift, perspective, subsequent, distribute, phenomenon</p>