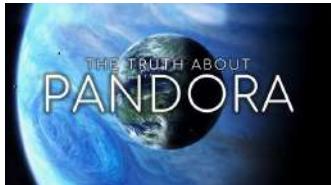
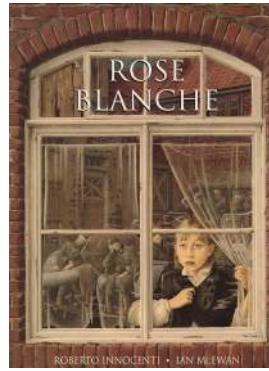
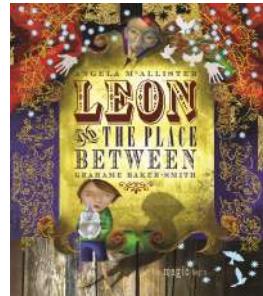
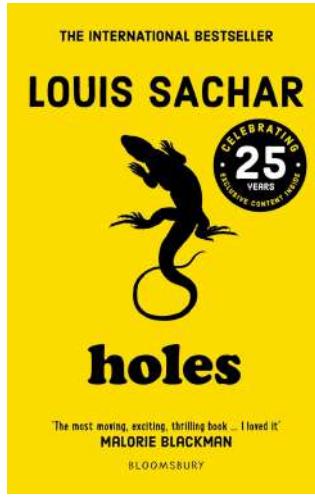
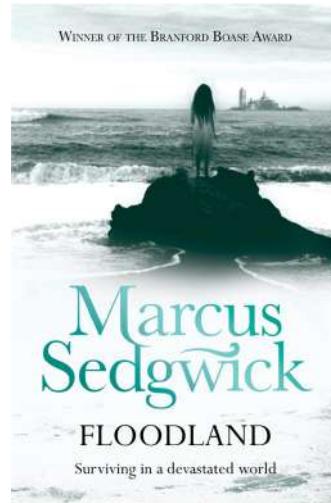
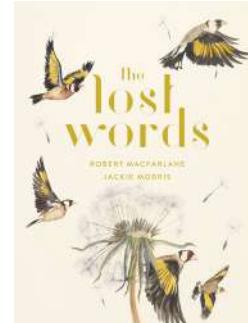
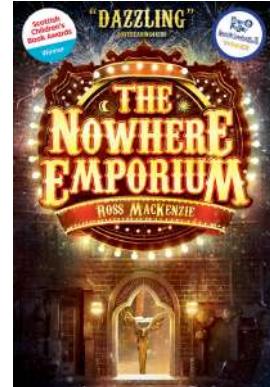


Year 5/6 – English Long Term Overview

Inform	Entertain	Persuade	Discuss		
Autumn 1	Autumn 2	Spring 1	Summer 1	Summer 2	
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	
Text:  <p>Pandora Discovered</p> <p>Outcome: Inform - NCR about Pandora</p>	Text:  <p>Rose Blanche</p> <p>Outcome: Inform - letter from Rose</p>	Text:  <p>Leon and the Place Between</p> <p>Outcome: Entertain - retelling an element of the story creating atmosphere</p>	Text:  <p>Holes</p> <p>Outcome: Multiple outcomes</p>	Text:  <p>Floodland</p> <p>Surviving in a devastated world</p> <p>Outcome: Multiple outcomes</p>	Text:  <p>Macbeth</p> <p>Outcome: Discuss - balanced argument</p>
Learning Journey 2	Learning Journey 2	Learning Journey 2	T	Learning Journey 2	
Text:  <p>Cosmic</p> <p>Outcome: Entertain - alternate ending of landing on a new planet</p>	Text:  <p>The Lost Words</p> <p>Outcome: Entertain - poetry</p>	Text:  <p>The Nowhere Emporium</p> <p>Outcome: Inform - Tour guide to an imagined new room</p>		Text:  <p>The Final Year</p> <p>Outcome: Multiple outcomes</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>Key Statements Write legibly, fluently and with increasing speed identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own using the perfect form of verbs to mark relationships of time and cause punctuating bullet points consistently Vary the length of sentences Discuss choices linked to purpose and audience Vary sentence length Oracy Y5 - To project their voice to large audience. Y6 - physical - speak fluently in front of an audience.</p>	<p>Key Statements Use a thesaurus noting and developing initial ideas, drawing on reading and research where necessary proof-read for spelling and punctuation errors using a colon to introduce a list using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun using modal verbs or adverbs to indicate degrees of possibility Use a colon to introduce a list recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Subjunctive form 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>Key Statements in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action using passive verbs to affect the presentation of information in a sentence Use dialogue to convey character Select grammar to reflect what the writing requires Integrate dialogue to convey character and advance the action Oracy Y5 - physical - gestures become increasingly natural. Y6 - physical - have a stage presence.</p>	<p>Key Statements using a wide range of devices to build cohesion within and across paragraphs ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register using semi-colons, colons or dashes to mark boundaries between independent clauses Vary the position of clauses within a sentence Use a colon to introduce a second sentence that explains or clarifies the previous one 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>Key Statements proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Use a semi colon to join two related independent clauses (in place of a coordinating conjunction) Use a wide range of sentence structures and manage content effectively through internal punctuation 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>Key Statements précising longer passages Include a range of devices to build cohesion within and across paragraphs Evaluate and edit their writing 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>Vocabulary access, detect, overcome, resources, significant, theory, capable, reluctant</p>	<p>Vocabulary accurate, complex, develop, foundation, literature, phase, represent, controversial</p>	<p>Vocabulary conclusion, diversity, framework, maintain, physical, standard, acquire</p>	<p>Vocabulary authority, condition, draft, revision, strategies, voluntary, clarity</p>	<p>Vocabulary anticipate, confirmed, rigid, structure, eliminate, prior, affect</p>	<p>Vocabulary benefit, consequences, emphasis, style, component, scheme, temporary</p>

Cosmic	The Lost Words	The Nowhere Emporium			The Final Year
<p>Key Statements</p> <p>Use dictionaries to check the spelling and meaning of words 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>Key Statements</p> <p>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>Key Statements</p> <p>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>Key Statements</p> <p>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>Key Statements</p> <p>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>Key Statements</p> <p>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>Vocabulary</p> <p>appreciation, contract, random, schedule, substitution, trigger, intensity, analysis</p>	<p>Vocabulary</p> <p>approach, contrast, establish, influence, monitoring, concept, format</p>	<p>Vocabulary</p> <p>appropriate, convinced, evaluation, motivation, recovery, separate, period, source</p>	<p>Vocabulary</p> <p>channel, interaction, national, rejected, sustainable, isolated, confined</p>	<p>Vocabulary</p> <p>circumstances, cycle, international, outcomes, aware, persistent, evolution, global</p>	<p>Vocabulary</p> <p>flexibility, overall, shift, perspective, subsequent, distribute, phenomena</p>