



St. Peter's CE Primary School.

English: Long Term Plan-Objectives.

Year 5/6

Year Group 5/6: Cycle 1	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Reading – Word reading	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in, both to read aloud and to understand the meaning of new words that they meet.</p> <p>For less able pupils an intervention programme will focus on: Encouraging pupils to work out any unfamiliar words. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension.</p>					
Reading - comprehension	<p>Learning a wider range of poetry by heart</p> <p>Provide reasoned justifications for their views.</p>	Distinguish between statements of fact and opinion	Retrieve, record and present information from non-fiction	Learning a wider range of poetry by heart	Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience (Y5)	Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
Reading - comprehension	<p>All other objectives will be taught through whole class or small group guided reading sessions:</p> <ul style="list-style-type: none"> reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books <p>Understand what they read by:</p> <ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p>					

<p>Writing- composition</p>	<p>Units covered this year: Discussion texts, Shakespeare study – Macbeth, film narrative with flashback, non chronological reports, playscripts, persuasive texts, modern fiction, poetry, myths and legends.</p> <p>Across a range of genre, the pupils will be taught to:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 					
<p>Vocabulary, Grammar and Punctuation</p>	<p>Consolidation of Year 4 objectives</p> <p>Using brackets, dashes or commas to indicate parenthesis</p> <p>Using commas to clarify meaning or avoid ambiguity in writing</p> <p>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p>	<p>Consolidation of Year 4 objectives</p> <p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>Using expanded noun phrases to convey complicated information concisely</p>	<p>Using a colon to introduce a list</p> <p>Use semi colons in lists</p> <p>Using modal verbs or adverbs to indicate degrees of possibility</p>	<p>Using hyphens to avoid ambiguity</p> <p>Using the perfect form of verbs to mark relationships of time and cause</p>	<p>Using semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>Using passive verbs to affect the presentation of information in a sentence</p>	<p>Punctuating bullet points consistently</p>
<p>Vocabulary, Grammar and Punctuation</p>	<p>Terminology for pupils: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>					

<p>Spelling</p> <p>Writing – transcription</p>	<p>The children will be split into three groups for spelling:</p> <ul style="list-style-type: none"> • Pupils who have specific difficulties with spelling will receive additional Phonics support which will focus on Phases 3-6 of the Letters and Sounds programme. • Group 1 will ensure pupils are secure with Year 3/4 objectives and word list before moving on to Y5/6 objectives as appropriate. • Group 2 will focus on Year 5/6 objectives and Year 5/6 word list. • Group 3 will focus on Year 5/6 objectives and Year 5/6 word list.
<p>Handwriting</p>	<p>Write legibly, fluently and with increasing speed by:</p> <p>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Choosing the writing implement that is best suited for a task.</p> <p>Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.</p>
<p>Spoken Language</p>	<p>Listen and respond appropriately to adults and their peers</p> <p>Ask relevant questions to extend their understanding and knowledge</p> <p>Use relevant strategies to build their vocabulary</p> <p>Articulate and justify answers, arguments and opinions</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>Speak audibly and fluently with an increasing command of Standard English</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Gain, maintain and monitor the interest of the listener(s)</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>Select and use appropriate registers for effective communication.</p>



St. Peter's CE Primary School.

English: Long Term Plan-Objectives.

Year 5/6

Year Group- 5/6: Cycle 2	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Reading – Word reading	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in, both to read aloud and to understand the meaning of new words that they meet.</p> <p>For less able pupils an intervention programme will focus on: Encouraging pupils to work out any unfamiliar words. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension.</p>					
Reading - comprehension	Learning a wider range of poetry by heart	Retrieve, record and present information from non-fiction	Learning a wider range of poetry by heart	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Distinguish between statements of fact and opinion Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience (Y5)	Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
Reading - comprehension	<p>All other objectives will be taught through discrete guided reading sessions and weekly class read sessions:</p> <ul style="list-style-type: none"> reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books <p>Understand what they read by:</p> <ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p>					

<p>Writing- composition</p>	<p>Units covered this year: Fiction from our literary heritage (Oliver Twist, Lion, Witch and the Wardrobe), Roald Dahl – The Magic Finger, narrative poetry (Nightmail by W.H Auden), information texts, journalistic writing, playscripts, traditional stories, instructional writing, letters of complaint.</p> <p>Across a range of genre, the pupils will be taught to:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others’ writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 					
<p>Vocabulary, Grammar and Punctuation</p>	<p>Consolidation of Year 4 objectives using brackets, dashes or commas to indicate parenthesis</p> <p>Using commas to clarify meaning or avoid ambiguity in writing</p> <p>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p>	<p>Consolidation of Year 4 objectives</p> <p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>Using expanded noun phrases to convey complicated information concisely</p>	<p>Using a colon to introduce a list</p> <p>Use semi colons in lists</p> <p>Using modal verbs or adverbs to indicate degrees of possibility</p>	<p>Using hyphens to avoid ambiguity</p> <p>Using the perfect form of verbs to mark relationships of time and cause</p>	<p>Using semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>Using passive verbs to affect the presentation of information in a sentence</p>	<p>Punctuating bullet points consistently</p>
<p>Vocabulary, Grammar and Punctuation</p>	<p>Terminology for pupil: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>					

<p>Spelling</p> <p>Writing – transcription</p>	<p>The children will be split into three groups for spelling:</p> <ul style="list-style-type: none"> • Pupils who have specific difficulties with spelling will receive additional Phonics support which will focus on Phases 3-6 of the Letters and Sounds programme. • Group 1 will ensure pupils are secure with Year 3/4 objectives and word list before moving on to Y5/6 objectives as appropriate. • Group 2 will focus on Year 5/6 objectives and Year 5/6 word list. • Group 3 will focus on Year 5/6 objectives and Year 5/6 word list.
<p>Handwriting</p>	<p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> ▪ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters ▪ choosing the writing implement that is best suited for a task. <p>Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.</p>
<p>Spoken Language</p>	<p>Listen and respond appropriately to adults and their peers</p> <p>Ask relevant questions to extend their understanding and knowledge</p> <p>Use relevant strategies to build their vocabulary</p> <p>Articulate and justify answers, arguments and opinions</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>Speak audibly and fluently with an increasing command of Standard English</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Gain, maintain and monitor the interest of the listener(s)</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>Select and use appropriate registers for effective communication.</p>