

English Long-Term Plan 2022-2023: Time Zone

Year 5/6 English Long-Term Plan: 2022-2023

	Reading: decoding	Reading: comprehension	Writing: transcription	Writing: grammar, vocabulary and punctuation	Writing: composition	Assessments
Autumn 1 Topic: The Might of Monarchs Fiction: Fairy Tales: <i>Grimm's Fairy Tales</i> - Jacob and Wilhelm Grimm <i>Into the Forest: Hansel and Gretel</i> - Anthony Browne Poetry: Take One Poet: <i>Kate Wakeling</i> <i>Moon Juice</i> <i>Cloud Soup</i> Non-Fiction: Non-chronological report: <i>Terrible Tudors</i> - Terry Deary Comparing and contrasting the lives rich and poor citizens in Tudor England in the style of <i>Horrible Histories</i> . Class Novel: <i>Howl's Moving Castle</i> - Diana Wynne Jones	<p>*Read a wide variety of texts for a range of purposes.</p> <p>*Regularly read for a sustained period of time.</p> <p>*Check that a text makes sense, discussing understanding and exploring the meaning of words in context.</p> <p>Individual Reading: 1-1 reading 2x a week. <i>Accelerated Reader</i> sessions 3x a week.</p> <p>Guided Reading: Weekly activities exploring a variety of texts and extracts, including the class novel, fairy tales, poetry and non-fiction texts.</p> <p>Shared Reading: Class novel <i>Grimm's Fairy Tales</i> <i>Into the Forest</i> <i>Hansel and Gretel</i> Poems by Kate Wakeling <i>Terrible Tudors</i> Non-fiction historical texts</p>	<p>Explore and discuss a variety of texts, including the class novel and texts met in Shared and Guided Reading activities.</p> <p>*Summarise and precis information and ideas from more than one paragraph.</p> <p>*Participate in discussions on texts confidently and constructively.</p> <p>*Make thoughtful predictions and inferences.</p> <p>*Give a personal response to a text with well-argued reasons.</p> <p>*Provide evidence for opinions, predictions, inferences and responses by making reference to the text.</p> <p>*Confidently retrieve, record and present information from non-fiction texts.</p> <p>*Identify the features of a wide range of texts.</p> <p>*Recognise a wider range of different forms of poetry.</p> <p>*Identify how language, structure and presentation contribute to meaning in a text.</p> <p>*Discuss and explain the use of language</p>	<p>Handwriting: Handwriting practice through spelling, vocabulary and writing activities to produce neat, joined, fluent and consistent handwriting across the curriculum. Building stamina for writing. Identification of, and activities to support, individual handwriting targets.</p> <p>Spelling: Weekly spellings following Time Zone's spelling programme based on National Curriculum requirements, including spelling patterns and statutory word lists. Groups working on Year 5 or Year 6 focus statutory words. Spelling patterns: words ending in -cious/-tious; -cial/-tial; homophones; words containing 'ough'.</p> <p>Dictation of sentences for handwriting and spelling to increase retention of spellings and fluency and speed of writing.</p>	<p>Vocabulary: *Word of the Day activities to explore vocabulary relevant to shared texts, history, geography or science units.</p> <p>Sentence structure: *Revise, recognise and use all parts of speech appropriately. *Recognise, choose and use a variety of verb tenses accurately and appropriately, including simple, progressive and perfect past and present. *Revise use of conjunctions. *Revise use and punctuation of main and subordinate clauses. *Revise use and punctuation of fronted adverbials. *Revise and practise writing a variety of sentence types with different sentence structures. *Use a wider range of more complex sentence openers.</p> <p>Punctuation: *Use a wide range of punctuation correctly and consistently, including capitals, full stops, question and exclamation marks and apostrophes. *Revise and use full punctuation rules for direct speech. *Use commas: to separate clauses, clarify meaning, for parenthesis and after fronted adverbials. *Use brackets and dashes for parenthesis.</p>	<p>Writing Outcomes Fiction: Fairy Tales Create character and setting descriptions using a variety of stylistic features for purpose and effect. Write an episode from a fairy tale. Poetry: Take One Poet Explore the poetry of Kate Wakeling and create poems inspired by her work. Non-Fiction: Non-chronological report Research and write a comparison of the lives of rich and poor citizens in Tudor England, in the style of <i>Horrible Histories</i>.</p> <p>Text structure and organization: *Use and change paragraphs accurately and consistently. *Use devices to build cohesion within paragraphs: adverbs, pronouns, conjunctions. *Link ideas and build cohesion across paragraphs: adverbs and tense choices.</p> <p>Composition and effect: *Plan writing by noting and developing initial ideas; thinking about how authors have developed their characters and settings or drawing on reading and research. *Create and describe settings, characters, and atmosphere.</p>	<p>Writing Assessments: Beginning of year Independent Write Character and setting descriptions Episode from a fairy tale Poetry Non-chronological report</p> <p>Spelling, Grammar and Punctuation Assessments: Weekly spelling tests Grammar and punctuation assessments and SATs GPS paper (Year 6)</p> <p>Reading Assessments: <i>Accelerated Reader</i> quizzes and reports Guided reading activities Comprehension assessments and SATs reading paper (Year 6)</p> <p>Spoken Language Assessments: Reading own writing aloud to partner/group/class Poetry performance</p>

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	<p>Reading aloud/ Performance: Read own writing aloud to a partner, group or the whole class. Prepare poems to read aloud and perform. Take part in drama-based activities: hot-seating; conscience alley; freeze frame</p>	<p>techniques and word choices in a text, using relevant technical terms. *Identify, compare and contrast themes and conventions in and across texts.</p>		<p>Grammar Slam: *Daily starter activities to practise, apply and revise grammar rules.</p>	<p>*Write effectively, using techniques to inform/engage the reader. *Use a variety of stylistic features for purpose/effect. *Use expanded noun phrases to communicate complicated information concisely. *Evaluate, edit and proofread texts.</p>	
<p>Autumn 2 Topic: The Might of Monarchs</p> <p>Fiction: Narrative using tension and suspense <i>Wolves in the Walls</i> - Neil Gaiman</p> <p>Playscripts: Playscript scenes, dialogue, monologue <i>Macbeth</i> - William Shakespeare <i>Mr. William Shakespeare's Plays</i> - Marcia Williams</p> <p>Poetry: The Sonnet form Sonnets by Shakespeare and modern poets</p> <p>Non-Fiction: Persuasive Text</p>	<p>Individual Reading: 1-1 reading 2x a week. <i>Accelerated Reader</i> sessions 3x a week.</p> <p>Guided Reading: Weekly activities exploring a variety of texts and extracts, including the class novel, stories using tension/suspense, playscripts, sonnets and non-fiction texts.</p> <p>Shared Reading: Class novel <i>Wolves in the Walls</i> <i>Macbeth</i> <i>Mr. William Shakespeare's Plays</i> Sonnets Persuasive texts and speeches</p> <p>Reading aloud/ Performance: Read own writing aloud to a partner,</p>	<p>Explore and discuss a variety of texts, including the class novel and texts met in Shared and Guided Reading activities.</p> <p>*Summarise and precis information and ideas from more than one paragraph. *Independently use a dictionary and thesaurus. *Participate in discussions on texts confidently and constructively. *Make thoughtful predictions and inferences. *Give a personal response to a text with well-argued reasons. *Provide evidence for opinions, predictions, inferences and responses by making reference to the text. *Confidently retrieve, record and present</p>	<p>Handwriting: Handwriting practice through spelling, vocabulary and writing activities to produce neat, joined, fluent and consistent handwriting across the curriculum. Building stamina for writing. Activities to support, individual handwriting targets.</p> <p>Spelling: Weekly spellings following Time Zone's spelling programme based on National Curriculum requirements, including spelling patterns and statutory word lists. Groups working on Year 5 or Year 6 focus statutory words. Spelling patterns: words ending in -ant/-ance/ancy; -ent/-ence/-ency; homophones.</p> <p>Dictation of sentences for handwriting and spelling to</p>	<p>Vocabulary: *Word of the Day activities to explore vocabulary relevant to shared texts, history, geography or science units.</p> <p>Sentence structure: *Recognise and use main and subordinate clauses in different ways for effect. *Use relative clauses beginning with who, which, where, when, why, whose or that. *Recognise, choose and use a variety of verb tenses including simple, progressive and perfect past and present. *Use modal verbs and adverbs to indicate degrees of possibility. *Recognise and use the passive form. *Recognise and use vocabulary and structures appropriate for formal speech and writing. *Choose and use for effect a variety of sentence types, structures and lengths. *Use a wider range of more complex sentence openers.</p>	<p>Writing Outcomes Fiction: Narrative using tension and suspense Use techniques to create tension and suspense and figurative techniques to write episodes from a scary story, inspired by <i>Wolves in the Walls</i>. Playscripts: Scenes, dialogue, monologues Write a scene and a monologue based on a study of Shakespeare's <i>Macbeth</i>. Perform scenes from <i>Macbeth</i>. Poetry: The Sonnet Form Explore the sonnet form and write a sonnet. Non-Fiction: Persuasive texts Research and identify key arguments for an issue relating to sustainability, to write and give a persuasive speech. Deliver speech to an audience.</p> <p>Text structure and organization: *Use and change paragraphs accurately and consistently.</p>	<p>Writing Assessments: Narrative using tension and suspense Scenes from a play Sonnet Text for a persuasive speech</p> <p>Spelling, Grammar and Punctuation Assessments: Weekly spelling tests Grammar and punctuation assessments and SATs GPS paper (Year 6)</p> <p>Reading Assessments: <i>Accelerated Reader</i> quizzes and reports Guided reading activities Comprehension assessments and SATs reading paper (Year 6)</p>



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<p>Using non-fiction texts, research an issue relating to sustainability. Write and deliver a persuasive speech.</p> <p><u>Class Novel:</u> <i>Howl's Moving Castle</i> - Diana Wynne Jones</p>	<p>group or the whole class. Perform a playscript. Deliver a persuasive speech Take part in drama-based activities: hot-seating; conscience alley; freeze frame</p>	<p>information from non-fiction texts. *Discuss and explain the use of language techniques, using relevant technical terms. *Identify how language, structure and presentation contribute to meaning. *Discuss and evaluate how authors use language for impact and to provoke reactions. *Identify and compare social, cultural and historical themes and conventions in and across texts. *Compare characters and settings in and across texts.</p>	<p>increase retention of spellings and fluency and speed of writing.</p>	<p><u>Punctuation:</u> *Use a wide range of punctuation correctly and consistently, including capitals, full stops, question and exclamation marks and apostrophes. *Use commas to separate clauses, clarify meaning, for parenthesis and after fronted adverbials. *Use brackets and dashes for parenthesis. *Use semi-colons, colons and dashes to mark the boundary between independent clauses. *Punctuate lists and bullet points correctly. *Use hyphens to avoid ambiguity. *Use ellipsis appropriately. *Recognise and use correct punctuation for direct and recorded speech.</p> <p><u>Grammar Slam:</u> *Daily starter activities to practise, apply and revise grammar rules.</p>	<p>*Use devices to build cohesion within paragraphs: adverbs, pronouns, conjunctions. *Link ideas and build cohesion across paragraphs: adverbs, tense choices, repeated words. *Use dialogue in narratives to convey character and advance the action. *Use a range of presentational and organizational devices to structure texts.</p> <p><u>Composition and effect:</u> *Plan writing by noting and developing initial ideas; thinking about how authors have developed their characters and settings or drawing on reading and research. *Create and describe settings, characters, and atmosphere. *Write effectively, using techniques to inform/engage the reader e.g. to create suspense; to persuade. *Use a variety of stylistic features for purpose/effect. *Use expanded noun phrases to communicate complicated information concisely. *Choose appropriate register for degrees of formality. *Precis longer passages. *Evaluate, edit and proofread texts.</p>	<p><u>Spoken Language Assessments:</u> Reading own writing aloud to group/class Poetry performance Performing scenes from a play Delivering a persuasive speech</p>
<p><u>Spring 1</u> <u>Topic:</u> Ancient Civilizations</p> <p><u>Fiction:</u> Contemporary Narrative: Dilemma</p>	<p><u>Individual Reading:</u> 1-1 reading 2x a week. <i>Accelerated Reader</i> sessions 3x a week. <u>Guided Reading:</u></p>	<p>Explore and discuss a variety of texts, including the class novel and texts met in Shared and Guided Reading activities.</p>	<p><u>Handwriting:</u> Handwriting practice through spelling, vocabulary and writing activities to produce neat, joined, fluent and consistent handwriting</p>	<p><u>Vocabulary:</u> *Word of the Day activities to explore vocabulary relevant to shared texts, history, geography or science units.</p> <p><u>Sentence structure:</u></p>	<p><u>Writing Outcomes</u> <u>Fiction: Contemporary</u> <u>Narrative: Dilemma</u> Write a first-person narrative about a dilemma, inspired by <i>There's a Boy in the Girl's Bathroom</i>.</p>	<p><u>Writing Assessments:</u> Contemporary narrative in the first-person Poems</p>

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<p><i>There's a Boy in the Girl's Bathroom</i> - Louis Sachar</p> <p>Poetry: Take One Poet: Philip Gross <i>Dark Sky Park</i></p> <p>Monologue and Conversation Poems Poetry by a variety of authors</p> <p>Non-Fiction: Formal and Informal Letters Writing letters in role as characters from <i>Cosmic</i> using formal and informal language.</p> <p>Class Novel: <i>Cosmic</i> - Frank Cottrell Boyce</p>	<p>Weekly activities exploring a variety of texts and extracts, including the class novel, poetry, contemporary stories and non-fiction texts.</p> <p>Revision of techniques for retrieving information from texts. Practising inference and explanation skills.</p> <p>Shared Reading: Class novel <i>There's a Boy in the Girl's Bathroom</i> Poetry Formal and informal letters</p> <p>Reading aloud/ Performance: Read own writing aloud to a partner, group or the whole class. Prepare poems to read aloud and perform in a poetry assembly. Take part in drama-based activities: hot-seating; conscience alley; freeze frame</p>	<ul style="list-style-type: none"> *Summarise and precis information and ideas from more than one paragraph. *Independently use a dictionary and thesaurus. *Retrieve, record and present information from non-fiction texts. *Participate in discussions on texts confidently and constructively. *Make thoughtful predictions and inferences. *Give a personal response to a text with well-argued reasons. *Provide evidence for opinions, predictions, inferences and responses by making reference to the text. *Confidently retrieve, record and present information from non-fiction texts. *Discuss and explain the use of language techniques, using relevant technical terms. *Identify how language, structure and presentation contribute to meaning. *Discuss and evaluate how authors use language for impact and to provoke reactions. *Identify and compare social, cultural and historical themes and 	<p>across the curriculum. Building stamina for writing. Activities to support, individual handwriting targets.</p> <p>Spelling: Weekly spellings following Time Zone's spelling programme based on National Curriculum requirements, including spelling patterns and statutory word lists. Groups working on Year 5 or Year 6 focus statutory words. Spelling patterns: words ending a-able/-ably; -ible/-ibly; homophones; silent letters; words containing hyphens</p> <p>Dictation of sentences for handwriting and spelling to increase retention of spellings and fluency and speed of writing.</p>	<ul style="list-style-type: none"> *Recognise and use main and subordinate clauses in different ways for effect. *Use relative clauses beginning with who, which, where, when, why, whose or that. *Recognise, choose and use a variety of verb tenses including simple, progressive and perfect past and present. *Use modal verbs and adverbs to indicate possibility. *Recognise and use the passive form. *Recognise and use vocabulary and structures appropriate for formal speech and writing. *Choose and use for effect a variety of sentence types, structures and lengths. *Use a wider range of more complex sentence openers. <p>Punctuation: *Use a wide range of punctuation correctly and consistently, including capitals, full stops, question and exclamation marks and apostrophes. *Use commas to separate clauses, clarify meaning, for parenthesis and after fronted adverbials. *Use brackets and dashes for parenthesis. *Use semi-colons, colons and dashes to mark the boundary between independent clauses. *Punctuate lists and bullet points correctly. *Use hyphens to avoid ambiguity. *Use ellipsis effectively.</p>	<p>Poetry: Take One Poet Explore the poetry of Philip Gross and create poems inspired by his work. Poetry: Monologue and Conversation Poems Read and discuss monologue and conversation poems and create a poem using one of these forms. Non-Fiction: Formal and Informal Letters Write letters in role as characters from <i>Cosmic</i> using formal and informal language.</p> <p>Text structure and organization: *Use and change paragraphs accurately and consistently. *Use devices to build cohesion within paragraphs: adverbs, pronouns, conjunctions. *Link ideas and build cohesion across paragraphs: adverbs, tense choices, repeated words. *Use dialogue in narratives to convey character and advance the action. *Use a wide range of presentational and organizational devices to structure texts.</p> <p>Composition and effect: *Plan writing by noting and developing initial ideas; thinking about how authors have developed their characters and settings or drawing on reading and research. *Create and describe settings, characters, and atmosphere.</p>	<p>Formal and informal letters</p> <p>Spelling, Grammar and Punctuation Assessments: Weekly spelling tests Grammar and punctuation assessments and GPS SATs practise (Year 6)</p> <p>Reading Assessments: <i>Accelerated Reader</i> quizzes and reports Guided reading activities Comprehension assessments and SATs reading paper practise (Year 6)</p> <p>Spoken Language Assessments: Reading own writing aloud to group/class Poetry performance Class poetry assembly</p>
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		<p>conventions in and across texts.</p> <p>*Compare characters and settings in and across texts.</p> <p>*Consider different accounts of events and discuss viewpoints, within a text and across more than one text.</p>		<p>*Recognise and use correct punctuation for direct and recorded speech.</p> <p>Grammar Slam:</p> <p>*Daily starter activities to practise, apply and revise grammar rules.</p>	<p>*Write effectively, using techniques to inform/engage the reader e.g. to create suspense; to persuade.</p> <p>*Use a variety of stylistic features for purpose/effect.</p> <p>*Use expanded noun phrases to communicate complicated information concisely.</p> <p>*Choose appropriate register for degrees of formality.</p> <p>*Precis longer passages.</p> <p>*Evaluate, edit and proofread texts.</p>	
<p>Spring 2</p> <p>Topic:</p> <p>Ancient Greece</p> <p>Fiction:</p> <p>Myths:</p> <p><i>The Adventures of Odysseus</i> - Hugh Lupton</p> <p><i>Greek Myths; The Iliad and the Odyssey</i> - Marcia Williams</p> <p>Non-Fiction:</p> <p>Diary Writing:</p> <p><i>The Diary of a Young Girl</i> - Anne Frank</p> <p>Discussion and Debate:</p> <p>Using non-fiction texts, research and write a discussion text on an issue relating to biodiversity.</p> <p>Class Novel:</p>	<p>Individual Reading:</p> <p>1-1 reading 2x a week.</p> <p><i>Accelerated Reader</i> sessions 2x a week.</p> <p>Guided Reading:</p> <p>Weekly activities exploring a variety of texts and extracts, including the class novel, and non-fiction texts.</p> <p>Revision of techniques for retrieving information from texts.</p> <p>Practising inference and explanation skills.</p> <p>Shared Reading:</p> <p>Class novel</p> <p><i>The Diary of a Young Girl</i></p> <p><i>The Adventures of Odysseus</i></p> <p><i>The Iliad and the Odyssey</i></p>	<p>Explore and discuss a variety of texts, including the class novel and texts met in Shared and Guided Reading activities.</p> <p>*Summarise and precis information and ideas from more than one paragraph.</p> <p>*Independently use a dictionary and thesaurus.</p> <p>*Retrieve, record and present information from non-fiction texts.</p> <p>*Participate in discussions on texts confidently and constructively.</p> <p>*Make thoughtful predictions and inferences.</p> <p>*Give a personal response to a text with well-argued reasons.</p> <p>*Provide evidence for opinions, predictions, inferences and responses</p>	<p>Handwriting:</p> <p>Handwriting practice through spelling, vocabulary and writing activities to produce neat, joined, fluent and consistent handwriting across the curriculum.</p> <p>Activities to support, individual handwriting targets.</p> <p>Spelling:</p> <p>Weekly spellings following Time Zone's spelling programme based on National Curriculum requirements, including spelling patterns and statutory word lists.</p> <p>Groups working on Year 5 or Year 6 focus statutory words.</p> <p>Spelling patterns: 'I; sound spelled 'ei; after c; suffix -fer; homophones; revision of prefixes: de-, re-, mis-, un-, iin-, ir-, il-.</p> <p>Dictation of sentences for handwriting and spelling to</p>	<p>Vocabulary:</p> <p>*Word of the Day activities to explore vocabulary relevant to shared texts, history, geography or science units.</p> <p>Sentence structure:</p> <p>*Use a range of clauses - relative, embedded and subordinating - to add detail, express time, show contrast, concession or cause and effect.</p> <p>*Revise, choose and use a variety of verb tenses including simple, progressive and perfect past and present.</p> <p>*Revise the use of modal verbs and adverbs to indicate possibility.</p> <p>*Revise and use the passive form.</p> <p>*Revise and use vocabulary and structures appropriate for formal speech and writing.</p> <p>*Revise, choose and use for effect a variety of sentence types, structures and lengths.</p> <p>*Revise and use a wide and varied range of more complex sentence openers.</p>	<p>Fiction: Myths</p> <p>Write a new adventure for Odysseus.</p> <p>Non-fiction: Diary Entry</p> <p>Write a diary entry in role as Anne Frank.</p> <p>Non-fiction: Discussion Text</p> <p>Research and write a discussion text on an issue relating to biodiversity. Take part in a debate.</p> <p>Text structure and organization:</p> <p>*Use and change paragraphs accurately and consistently.</p> <p>*Revise and use devices to build cohesion within paragraphs.</p> <p>*Revise and use devices for linking ideas and building cohesion across paragraphs: adverbs, tense choices, repeated words.</p> <p>*Revise effectively integrating dialogue in narratives to convey character/advance the action.</p> <p>*Choose and use a wide range of presentational and</p>	<p>Writing Assessments:</p> <p>Myth</p> <p>Diary entry</p> <p>Discussion text</p> <p>Spelling, Grammar and Punctuation Assessments:</p> <p>Weekly spelling tests</p> <p>Grammar and punctuation assessments and GPS SATs paper (Year 6)</p> <p>Reading Assessments:</p> <p><i>Accelerated Reader</i> quizzes and reports</p> <p>Guided reading activities</p> <p>Comprehension assessments and SATs reading paper (Year 6)</p> <p>Spoken Language Assessments:</p> <p>Reading own writing aloud to group/class</p>



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<p><i>Cosmic</i> - Frank Cottrell Boyce</p>	<p>Discussion texts Non-fiction texts</p> <p>Reading aloud/ Performance: Read own writing aloud to a partner, group or the whole class. Take part in drama-based activities: hot-seating; conscience alley; freeze frame. Participate constructively in a debate.</p>	<p>by making reference to the text. *Confidently retrieve, record and present information from non-fiction texts. *Discuss and explain the use of language techniques, using relevant technical terms. *Identify how language, structure and presentation contribute to meaning. *Discuss and evaluate how authors use language for impact and to provoke reactions. *Identify and compare social, cultural and historical themes and conventions in and across texts. *Compare characters and settings in and across texts. *Consider different accounts of events and discuss viewpoints, within a text and across more than one text.</p>	<p>increase retention of spellings and fluency and speed of writing.</p>	<p>Punctuation: *Revise use of punctuation as necessary, based on AfL: capitals, full stops, question and exclamation marks and apostrophes. *Revise use of commas to separate clauses, clarify meaning, for parenthesis and after fronted adverbials. *Revise use brackets and dashes for parenthesis. *Revise use of semi-colons, colons and dashes to mark the boundary between independent clauses. *Revise punctuation of lists and bullet points. *Revise use of hyphens to avoid ambiguity. Revise effective use of ellipsis. *Revise and use correct punctuation for direct and recorded speech.</p> <p>Grammar Slam: *Daily starter activities to practise, apply and revise grammar rules.</p>	<p>organizational devices to structure texts.</p> <p>Composition and effect: *Plan writing by noting and developing initial ideas; thinking about how authors have developed their characters and settings or drawing on reading and research. *Create and describe settings, characters, and atmosphere. *Write effectively, using techniques to inform/engage the reader e.g., to create suspense; to persuade. *Use a variety of stylistic features for purpose/effect. *Use expanded noun phrases to communicate complicated information concisely. *Select appropriate grammar/ vocabulary and understand how choices change and enhance the meaning of writing. *Choose appropriate register for degrees of formality. *Know and follow the rules of Standard English. *Precis longer passages. *Evaluate, edit and proofread texts.</p>	<p>Taking part in a class debate</p>
<p>Summer 1 Topic: All Change!</p> <p>Fiction: Contemporary Narrative (picture book) <i>Corey's Rock</i> - Sita Bramachari</p>	<p>Individual Reading: 1-1 reading 2x a week. <i>Accelerated Reader</i> sessions 3x a week.</p> <p>Guided Reading: Weekly activities exploring a variety of texts and extracts,</p>	<p>Explore and discuss a variety of texts, including texts met in Shared and Guided Reading activities.</p> <p>*Revision of retrieval and inference skills in preparation for SATs reading assessment.</p>	<p>Handwriting: Handwriting practice through spelling, vocabulary and writing activities to produce neat, joined, fluent and consistent handwriting across the curriculum. Activities to support, individual handwriting targets.</p>	<p>Vocabulary: *Word of the Day activities to explore vocabulary relevant to shared texts, history, geography or science units.</p> <p>Sentence structure: *Revision of sentence objectives, as identified by AfL.</p>	<p>Fiction: Contemporary narrative Write a narrative inspired by the folk tales or issues at the centre of <i>Corey's Rock</i></p> <p>Poetry: Narrative Poems Write and perform a short narrative poem inspired by <i>Flannan Isle</i>.</p>	<p>Writing Assessments: Contemporary Narrative Narrative poem Newspaper report</p> <p>Spelling, Grammar and Punctuation Assessments:</p>



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<p>Poetry: Narrative Poems: <i>Flannan Isle</i> - Wilfred Wilson <i>Gibson</i> <i>The Highwayman</i> - Alfred Noyes</p> <p>Non-Fiction: Newspaper Report: <i>The Flannan Isle Mystery</i> or <i>Crime Report on a Highwayman</i></p> <p>Class Novel: No designated class novel this half term (SATs). Focus on Reading into Writing texts.</p>	<p>including narrative poems and historical news reports.</p> <p>Revision of techniques for retrieving information from texts. Practising inference and explanation skills.</p> <p>Shared Reading: <i>Corey's Rock</i> <i>Flannan Isle</i> <i>The Highwayman</i></p> <p>Reading aloud/ Performance: Read own writing aloud to a partner, group or the whole class. Prepare poems to read aloud and perform. Take part in drama-based activities: hot-seating; conscience alley.</p>	<p>*Activities to support class and individual reading targets.</p>	<p>Spelling: Weekly spellings following Time Zone's spelling programme based on National Curriculum requirements, including spelling patterns and statutory word lists. Groups working on Year 5 or Year 6 focus statutory words. Antonyms and synonyms investigations; statutory word revision.</p> <p>Dictation of sentences for handwriting and spelling to increase retention of spellings and fluency and speed of writing.</p>	<p>*Activities to support class and individual targets.</p> <p>Punctuation: *Revision of punctuation objectives, as identified by AfL.</p> <p>*Activities to support class and individual targets.</p> <p>Grammar Slam: *Daily starter activities to practise, apply and revise grammar rules.</p>	<p>Non-Fiction: Newspaper Reports Write a newspaper report based on the stories in the narrative poems studied: <i>The Flannan Isle Mystery</i> or <i>Crime Report of a Highwayman</i>.</p> <p>Text structure and organization: *Revision of structure and organization objectives, as identified by AfL.</p> <p>*Activities to support class and individual targets.</p> <p>Composition and effect: *Revision of composition and effect objectives, as identified by AfL.</p> <p>*Activities to support class and individual targets.</p>	<p>Weekly spelling tests SATs</p> <p>Reading Assessments: <i>Accelerated Reader</i> quizzes and reports Guided reading activities SATs</p> <p>Spoken Language Assessment: Reading own writing aloud to group/class Poetry performance</p>
<p>Summer 2 Topic: Crime and Punishment</p> <p>Fiction: Take One Book: <i>Skellig</i> - David Almond</p>	<p>Individual Reading: 1-1 reading 2x a week. <i>Accelerated Reader</i> sessions 3x a week.</p> <p>Guided Reading: Weekly activities exploring a variety of</p>	<p>Explore and discuss a variety of texts, including the class novel and texts met in Shared and Guided Reading activities.</p>	<p>Handwriting: Handwriting practice through spelling, vocabulary and writing activities to produce neat, joined, fluent and consistent handwriting across the curriculum.</p>	<p>Vocabulary: *Word of the Day activities to explore vocabulary relevant to shared texts, history, geography or science units.</p> <p>Sentence structure: *Revision of sentence objectives, as identified by AfL.</p>	<p>Fiction: Character and setting description Write a character and setting description recounting the discovery of Skellig.</p> <p>Genre of children's own choice</p>	<p>Writing Assessments: Character and setting description Composition in genre of children's own choice Non-chronological report</p>

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<p>Character and setting description Discovering Skellig</p> <p>Composition in genre of children's own choice inspired by Skellig e.g., diary entry or recount in role; further adventure for Michael and Mina; science fiction: discovering an extraordinary being in an ordinary place</p> <p>Non-Fiction: Non-chronological report: Homelessness in the UK</p> <p>Playscripts: KS2 End of Year Performance</p> <p>Class Novel: <i>Skellig</i> - David Almond</p>	<p>texts and extracts, including <i>Skellig</i>.</p> <p>Revision of techniques for retrieving information from texts. Practising inference and explanation skills.</p> <p>Shared Reading: <i>Skellig</i> Non-fiction texts</p> <p>Reading aloud/ Performance: Read own writing aloud to a partner, group or the whole class. Give a formal presentation on Homelessness in the UK. Take part in drama-based activities: hot-seating; conscience alley. Perform in end of year production.</p>	<p>*Revision of reading objectives, as identified by AfL.</p> <p>*Activities to support class and individual reading targets.</p>	<p>Activities to support, individual handwriting targets.</p> <p>Spelling: Weekly spellings following Time Zone's spelling programme based on National Curriculum requirements, including spelling patterns and statutory word lists. Groups working on revising Year 5 or Year 6 focus statutory words. Antonyms and synonyms investigation; converting nouns and verbs into adjectives; converting adjectives and nouns into verbs; work on statutory words and personal spelling lists.</p> <p>Dictation of sentences for handwriting and spelling to increase retention of spellings and fluency and speed of writing.</p>	<p>*Activities to support class and individual targets.</p> <p>Punctuation: *Revision of punctuation objectives, as identified by AfL.</p> <p>*Activities to support class and individual targets.</p> <p>Grammar Slam: *Daily starter activities to practise, apply and revise grammar rules.</p>	<p>Write a piece of work inspired by <i>Skellig</i>, in a genre of children's choice.</p> <p>Non-Fiction: Non-chronological report Write a report on the issue of homelessness in the UK. Give a presentation on the issue.</p> <p>Text structure and organization: *Revision of structure and organization objectives, as identified by AfL.</p> <p>*Activities to support class and individual targets.</p> <p>Composition and effect: *Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own.</p> <p>*Revision of other composition and effect objectives, as identified by AfL.</p> <p>*Activities to support class and individual targets.</p>	<p>Spelling, Grammar and Punctuation Assessments: Weekly spelling tests Grammar and punctuation assessments</p> <p>Reading Assessments: <i>Accelerated Reader</i> quizzes and reports Guided reading activities</p> <p>Spoken Language Assessment: Reading own writing aloud to group/class Giving a presentation</p>
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NB Further opportunities for extended writing in a variety of non-fiction genres e.g., recounts, explanation, discussion and procedural texts will be provided across the curriculum, particularly in history, geography and science lessons.