**Year 5/6 Long Term Overview**

**Persuade** **Inform Entertain Discuss**

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| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Learning Journey**  | **Learning Journey**  | **Learning Journey**  | **Learning Journey**  | **Learning Journey**  | **Learning Journey**  |
| The Lost Words: Rediscover our natural world with this spellbinding book :  Macfarlane, Robert, Morris, Jackie: Amazon.co.uk: Books**Text: The Lost Words****Purpose: To entertain****Audience: Reader of ‘The Lost Words’****Form: Poetry**  | **Text: Beowulf**Beowulf: Amazon.co.uk: Morpurgo, Sir Michael, Foreman, Michael:  9781406348873: Books**Purpose: To entertain****Audience: Year 5/6** **Form: Heroic legend narrative****How The Grinch Stole Christmas** How the Grinch Stole Christmas!: The brilliant and beloved children’s  picture book story – book 2 How the Grinch Lost Christmas! out now! (Dr.  Seuss)**Purpose: To inform****Audience: someone who doesn’t like Christmas** **Form: instructions to steal Christmas**  | **Text: Rain Player**Rain Player : Wisniewski, David, Wisniewski, David: Amazon.co.uk: Books**Purpose: To inform****Audience: Reader interested in finding out more about The Maya****Form: Analytical essay** | Titanic The Story of the Titanic for Children ...**Many outcomes to prepare for KS2 judgements and moderation**  | **Text: Windrush Child**Windrush Child by Benjamin Zephaniah | Waterstones**Purpose: To persuade****Audience: Local council****Form: Written pitch**  | **Text: Anne Frank**Anne Frank: Amazon.co.uk: Poole, Josephine, Barrett, Angela: 9780099409762:  Books**Purpose: To discuss****Audience: Readers interested in Anne Frank’s diary****Form: Opinion piece** |
| Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume **Writing (Composition)** Use figurative language in a range of writing Brackets, dashes or commas to indicate parenthesis Using modal verbs or adverbs to indicate degrees of possibility  | **Grammar and punctuation:**Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity Use of expanded noun phrases to convey complicated information concisely Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] How words are related by meaning as synonyms and antonyms [for example, big, large, little] (Y6) The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] (Y6) **Writing (Composition)** In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action | **Grammar and punctuation:**Use of inverted commas and other punctuation to indicate direct speech Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Using modal verbs or adverbs to indicate degrees of possibility Linking ideas across paragraphs using adverbials of time [for example, later] The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?] Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] Use of the colon to introduce a list and use of semi-colons within lists Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)] **Writing (Composition)** In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]  | **Grammar and punctuation:**Use of inverted commas and other punctuation to indicate direct speech Use of the present perfect and progressive forms of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] Verb prefixes [for example, dis–, de–, mis–, over– and re–] Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] Brackets, dashes or commas to indicate parenthesis Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)] The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It’s raining; I’m fed up] **Writing (Composition)** Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register  | **Grammar and punctuation:**Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Using expanded noun phrases to convey complicated information concisely Using modal verbs or adverbs to indicate degrees of possibility Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun Using commas to clarify meaning or avoid ambiguity in writing Using a colon to introduce a list Punctuating bullet points consistently **Writing (Composition)** Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]  | **Grammar and punctuation:**Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] How words are related by meaning as synonyms and antonyms The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] **Writing (Composition)** In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action  |
| **Ongoing statements:**Writing Transcription (Spelling and Handwriting) * Use further prefixes and suffixes and understand the guidance for adding them
* Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
* Use dictionaries to check the spelling and meaning of words
* Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
* Use a thesaurus

Writing Composition* Ensure the consistent and correct use of tense throughout a piece of writing
* Use a wide range of devices to build cohesion within and across paragraphs
* Plan their writing by: - Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
* Draft and write by: - Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
* Evaluate and edit by: - Assessing the effectiveness of their own and others’ writing - Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - Proof-reading for spelling and punctuation errors
* Précising longer passages
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| **Guided Reading** | **Guided Reading** | **Guided Reading** | **Guided Reading** | **Guided Reading** | **Guided Reading** |
| Incredible Journeys: Discovery, Adventure, Danger, Endurance: Amazon.co.uk:  Wood, Levison, Brewster;Sam, Brewster;Sam: 9781526360434: Books**Text: Incredible Journeys** | **Text: Sir Gawain and the Green Knight**Sir Gawain and the Green Knight : Morpurgo, Sir Michael, Foreman, Michael:  Amazon.co.uk: Books | Me, My Dad and the End of the Rainbow: The most joyful book you'll read  this year! : Dean, Benjamin, Prabhat, Sandhya: Amazon.co.uk: Books**Text: Me, My Dad and the End of the Rainbow** | **Text: Politics for Beginners**Politics for Beginners: 1 : Louie Stowell, Alex Frith, Rosie Hore, Kellan  Stover, Kellan Stover: Amazon.co.uk: Books | **Text: Black and British**Black and British: A short, essential history: Amazon.co.uk: Olusoga,  David: 9781529063394: Books | **Text: Letters from the Lighthouse**Letters from the Lighthouse by Emma Carroll | Waterstones |
| 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 discuss and evaluate how author’s use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion retrieve, record and present information from non-fiction  | 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 1 paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning discuss and evaluate how author’s use language, including figurative language, considering the impact on the reader retrieve, record and present information from non-fiction  | 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 1 paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning discuss and evaluate how author’s use language, including figurative language, considering the impact on the reader retrieve, record and present information from non-fiction   | 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 1 paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning discuss and evaluate how author’s use language, including figurative language, considering the impact on the reader retrieve, record and present information from non-fiction  | 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 discuss and evaluate how author’s use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion retrieve, record and present information from non-fiction  | 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 audiencedrawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidencepredicting what might happen from details stated and impliedsummarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideasidentifying how language, structure and presentation contribute to meaningDiscuss and evaluate how author’s use language, including figurative language, considering the impact on the readerDistinguish between statements of fact and opinionRetrieve, record and present information from non-fiction |
| **Ongoing statements**Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in [English appendix 1](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf), both to read aloud and to understand the meaning of new words that they meetChecking that the book makes sense to them, discussing their understanding and exploring the meaning of words in contextAsking questions to improve their understandingExplain 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 necessaryProvide reasoned justifications for their viewsContinuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooksParticipate 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 courteouslyIncreasing 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 traditionsIdentifying and discussing themes and conventions in and across a wide range of writingMaking comparisons within and across books |