



English Long Term Plan 2024-2025

Year 5 / 6	Maafa		Frozen Kingdom		Britain at War	
	AUTUMN 1 7 WEEKS	AUTUMN 2 8 WEEKS	SPRING 1 5 WEEKS	SPRING 2 6 WEEKS	SUMMER 1 5 WEEKS	SUMMER 2 7 WEEKS
Focus Text	Book Study Journey to Jo'burg – Beverley Naidoo	Freedom – Catherine Johnson	Race to the Frozen North – Catherine Johnson	Shackleton's Journey – William Grill	Letters From The Lighthouse – Emma Carroll	War Horse – Michael Morpurgo
Assessment	Y6 Assessment Week – 16.9	Y6 Assessment Week – 18.11 Y5 Assessment Window – 25.11 and 2.12	Y6 Assessment Week – 20.1	Y6 Assessment Week – 10.3 Y5 Assessment Window – 17.3 – 28.3	Y6 Assessment Week – 28.4 Y6 Assessment Week – 12.5	Y5 Assessment Window – 18.6 – 27.6
Baseline & End piece of writing	Letter to the Head aspirations for the year 1 week First week					Letter to Head achievements through the year (1 week) Penultimate Week
Fiction 1st Writing 3 weeks	(setting /character description work through daily log) Diary entry	Historical narrative – writing a new episode incorporating flashbacks.	1 st person narrative, develop character through vocabulary choices, dialogue, action and description	Magazine interview / article about the expedition Explore levels of formality	Mini Writes – Short diary entry from different characters (Queenie, Esther – focus on different levels of formality) Short description of the lighthouse	Obituary for Topthorn – emotive language. Narrative – rewrite an episode from the viewpoint of a different character.
Non-fiction 2 weeks 2nd Writing	Biography linked to Maafa Black Lives Matter movement	Non - Chronological report linked to Cornerstones topic Develop 2 – Black Lives in Britain	Formal persuasive letter to government / MP about Climate Change (Links to Greta Thunberg	Reading, Grammar, Spelling revision	Revision and SATs	See baseline
3rd Writing 1 week	See baseline	Poetry: Slavery – Maya Angelou, Malorie Blackman		Poetry inspired by Shackleton's Journey and Antarctica		War Poetry



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<p>Reading Domains 2a give / explain the meaning of words in context 2b retrieve and record information / identify key details from fiction and non-fiction 2c summarise main ideas from more than one paragraph 2d make inferences from the text / explain and justify inferences with evidence from the text 2e predict what might happen from details stated and implied 2f identify / explain how information / narrative content is related and contributes to meaning as a whole 2g identify / explain how meaning is enhanced through choice of words and phrases 2h make comparisons within the text</p>	<p>2a give / explain the meaning of words in context 2b retrieve and record information / identify key details from fiction and non-fiction 2c summarise main ideas from more than one paragraph 2d make inferences from the text / explain and justify inferences with evidence from the text 2e predict what might happen from details stated and implied 2f identify / explain how information / narrative content is related and contributes to meaning as a whole 2g identify / explain how meaning is enhanced through choice of words and phrases 2h make comparisons within the text</p>	<p>2a give / explain the meaning of words in context 2b retrieve and record information / identify key details from fiction and non-fiction 2c summarise main ideas from more than one paragraph 2d make inferences from the text / explain and justify inferences with evidence from the text 2e predict what might happen from details stated and implied 2f identify / explain how information / narrative content is related and contributes to meaning as a whole 2g identify / explain how meaning is enhanced through choice of words and phrases 2h make comparisons within the text</p>	<p>2a give / explain the meaning of words in context 2b retrieve and record information / identify key details from fiction and non-fiction 2d make inferences from the text / explain and justify inferences with evidence from the text 2e predict what might happen from details stated and implied 2g identify / explain how meaning is enhanced through choice of words and phrases 2h make comparisons within the text</p>	<p>2a give / explain the meaning of words in context 2b retrieve and record information / identify key details from fiction and non-fiction 2c summarise main ideas from more than one paragraph 2g identify / explain how meaning is enhanced through choice of words and phrases 2h make comparisons within the text</p>	<p>2a give / explain the meaning of words in context 2b retrieve and record information / identify key details from fiction and non-fiction 2c summarise main ideas from more than one paragraph 2d make inferences from the text / explain and justify inferences with evidence from the text 2e predict what might happen from details stated and implied 2f identify / explain how information / narrative content is related and contributes to meaning as a whole 2g identify / explain how meaning is enhanced through choice of words and phrases 2h make comparisons within the text</p>	<p>2a give / explain the meaning of words in context 2b retrieve and record information / identify key details from fiction and non-fiction 2c summarise main ideas from more than one paragraph 2d make inferences from the text / explain and justify inferences with evidence from the text 2e predict what might happen from details stated and implied 2f identify / explain how information / narrative content is related and contributes to meaning as a whole 2g identify / explain how meaning is enhanced through choice of words and phrases 2h make comparisons within the text</p>
<p>Spelling (No Nonsense) Y5 and Y6 combined https://www.abhps.com/wp-content/uploads/2016/09/NNS-Year-5.pdf https://www.abhps.com/wp-content/uploads/2016/09/NNS-Year-6.pdf</p>	<p>Statutory Spellings on Y3/4 and Y5/6 list Silent letters -able / -ably and -ible / -ibly Suffixes</p>	<p>Statutory Spellings on Y3/4 and Y5/6 list Plurals Hyphenated words Homophones -cious and -tious</p>	<p>Statutory Spellings on Y3/4 and Y5/6 list ough words -cial and -tial prefixes</p>	<p>Statutory Spellings on Y3/4 and Y5/6 list Tricky words ie, ei words Homophones Prefixes and roots</p>	<p>Statutory Spellings on Y3/4 and Y5/6 list -ant, -ance and -ancy Homophones Building on root words</p>	<p>Statutory Spellings on Y3/4 and Y5/6 list Problem suffixes -ent, -ence, -ency Homophones</p>



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On-going grammar	<ul style="list-style-type: none"> - Manipulate sentences to create particular effects - Consciously control the use of different sentence structures for effect. - Select appropriate vocabulary and language effects - Identify the subject and object of a sentence <p style="text-align: center;">- Demarcate complex sentences using commas in order to clarify meaning; identify and use colons and semi-colons; use comma and hyphens to avoid ambiguity</p>					
Grammar	<ul style="list-style-type: none"> - Formal and informal vocabulary - Blend action, dialogue and description within sentences - Collect and use examples of perfect verbs - Link ideas across paragraphs using adverbials for time, place and numbers. 	<ul style="list-style-type: none"> - Deviate narrative from linear or chronological - Use devices to build cohesion between paragraphs in narrative eg. adverbials - Create complex sentence using relative clauses with relative pronouns, sometimes omitting the pronoun. - Select appropriate register for formal and informal purposes - Explore subjunctive verb forms - explore question tags 	<ul style="list-style-type: none"> - active/passive voice - use ellipsis to link ideas - Use repetition of a word or phrase to link ideas - Explore subjunctive verb forms 	<ul style="list-style-type: none"> - Expanded noun phrases (re-cap) - Use semi colons to mark boundaries - Investigate synonyms and antonyms - Select and use a range of organisation /presentational Devices 	<ul style="list-style-type: none"> - Linking ideas across paragraphs using a wide range of cohesive devices - active and passive voice to achieve intended effect - explore question tags - Consolidation as required from Assessment 	<ul style="list-style-type: none"> - Find examples of where authors have broken conventions to achieve effects. - Make conscious choices about techniques to engage the reader
4th writing task pm Wider Curriculum (2 linked to RE 2 linked Science 1 linked to other areas potentially art/DT in Spring)	Science – Explanation of the Circulatory System	Diary linked to RE (application of fiction unit) Journey through the Nativity from different perspectives.	Additional SPAG and Reading Skills in preparation for SATs	R.E. – Easter – Write a reflection – Who is Jesus and what does he mean to me?	SATs preparation	Science – Biography of a famous scientist linked to the topic