



Literacy Planning Overview

Year Group: 5&6

Y5 specific

Y6 specific

Y5KPI

Y6KPI

Both

<p>School Objectives:</p> <ul style="list-style-type: none"> • Clear writing progression with agreed writing plan formats used throughout (<i>HA pupils in Y6 & SEN pupils may need plans adapted</i>). • Children will have opportunities to write independently on a regular basis (minimum 4/5 pieces per half term) • There will be 5 pieces of recorded work in English for most weeks. • Learners will be encouraged to read regularly and will be given opportunities to discuss and develop their comprehension in structured reading lessons. • In KS1 independent writing will be recorded in writing books with at least 4/5 pieces per half term. • Writing, reading and grammar will be taught in separate lessons with a specific focus • The development of sentence structure, grammar and punctuation will be prioritised. • Learners will be encouraged to read regularly and will be given opportunities to discuss and develop their comprehension in structured reading lessons. 	<p>Key Vocabulary:</p> <p>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p> <p>subject, object, active voice, passive voice synonym, antonym, subjunctive form, ellipsis, hyphen, colon, semi-colon, bullet points</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A Topic Focus	The Struggle for Power – Vikings & Anglo Saxons (History)	Degas (Art)	Our Wonderful World (Geography)	Groovy Greeks (History)	Conservation – Bird Boxes (DT Woodwork)	Where Have All the Polar Bears Gone? (Geography)
Key Text	Viking Boy by Tony Bradman	The Fastest Boy in the World by Elizabeth Laird (<i>Link to movement – speed</i>)	Journey to the River Sea by Eva Ibbotson	Who Let the Gods Out? By Maz Evans	Sky Dancer by Gill Lewis	The Last Polar Bears by Harry Horse
Genres Covered	Narrative - Adventure Poetry (structured)	NF - Recounts NF - Instructional	Narrative - Contemporary	NF - Non- Chronological Reports	Narrative - Fantasy Poetry (free verse)	NF – Persuasion (e.g. letters) NF - Explanatory
Year B Topic Focus	Invaders – The Roman Empire (History)	Time Travellers (Geography)	Wartime – WW1&WW2 (History)	Out & About (Geography)	Leonardo Da Vinci (Art)	Ready, Steady, Cook (DT Cooking)
Key Text	The Roman Quests: Escape from Rome by Caroline Lawrence	Time Travelling with a Hamster by Ross Welford	Goodnight Mister Tom – Michelle Magorian	The Girl of Ink and Stars by Kiran Millwood	The Graveyard Book by Neil Gaiman (<i>Link to The Skull Artwork</i>)	Pig Heart Boy by Malorie Blackman
Genres Covered	Narrative – Historical Poetry (structured)	NF - Recounts NF - Instructional	Narrative - Adventure	NF – Non-Chronological Reports	Narrative - Fantasy Poetry (free verse)	NF – Persuasion (e.g. letters) NF - Explanatory

<p>Spoken Language (ongoing throughout the year – developed in all subjects)</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">📖 listen and respond appropriately to adults and their peers📖 ask relevant questions to extend their understanding and knowledge📖 use relevant strategies to build their vocabulary📖 articulate and justify answers, arguments and opinions📖 give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings📖 maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments📖 use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas📖 speak audibly and fluently with an increasing command of Standard English📖 participate in discussions, presentations, performances, role play, improvisations and debates📖 gain, maintain and monitor the interest of the listener(s)📖 consider and evaluate different viewpoints, attending to and building on the contributions of others📖 select and use appropriate registers for effective communication.
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Reading (ongoing)

Pupils should be taught to:

- ☞ apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by:

- ☞ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- ☞ 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
- ☞ 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

understand what they read by:

- ☞ 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
- ☞ discuss and evaluate how authors 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
- ☞ 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
- ☞ 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
- ☞ provide reasoned justifications for their views.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading (focus areas)	checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.	retrieve, record and present information from non-fiction discuss and evaluate how authors use language, considering the impact on the reader.	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	learning a wider range of poetry by heart discuss and evaluate how authors use language, including figurative language,	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the

	<p>recommending books that they have read to their peers, giving reasons for their choices</p> <p>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p>	<p>distinguish between statements of fact and opinion</p> <p>work out the meaning of words from the context</p> <p>asking questions to improve their understanding</p> <p>uses skimming and scanning to locate information efficiently across a range of sources/ selectively and precisely across a range of sources</p>	<p>predicting what might happen from details stated and implied</p> <p>provide reasoned justifications for their views.</p> <p>recommending books that they have read to their peers, giving reasons for their choices</p> <p>work out the meaning of words from the context</p> <p>use skimming and scanning to locate information selectively and precisely across a range of sources</p>	<p>considering the impact on the reader</p> <p>uses skimming and scanning to locate information efficiently across a range of sources/ selectively and precisely across a range of sources</p>	<p>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>asking questions to improve their understanding</p> <p>identifying how language, structure and presentation contribute to meaning</p>	<p>making comparisons within and across books</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>
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<p>Writing Composition (ongoing)</p>	<p>Pupils should 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 <p>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <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 📖 integrate dialogue to convey character and advance the action 📖 in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action 📖 précising 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
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	<p>☞ ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>☞ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>☞ proof-read for spelling and punctuation errors</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Composition	<p>proof-read for spelling and punctuation errors</p> <p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>noting and developing initial ideas, drawing on reading and research where necessary</p> <p>using a wide range of devices to build cohesion within and across paragraphs</p> <p>assessing the effectiveness of their own and others' writing</p> <p>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed ensuring the consistent and correct use of tense throughout a piece of writing</p>	<p>proof-read for spelling and punctuation errors</p> <p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character</p> <p>noting and developing initial ideas, drawing on reading and research where necessary</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>using a wide range of devices to build cohesion within and across paragraphs</p>	<p>ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>using a wide range of devices to build cohesion within and across paragraphs</p> <p>assessing the effectiveness of their own and others' writing</p> <p>integrate dialogue to convey character</p> <p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p>	<p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>proof-read for spelling and punctuation error</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>noting and developing initial ideas, drawing on reading and research where necessary</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (editing)</p>	<p>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>assessing the effectiveness of their own and others' writing</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p>	<p>in narratives, describing settings, characters and atmosphere and integrating dialogue to advance the action</p> <p>noting and developing initial ideas, drawing on reading and research where necessary</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>precising longer passages</p>

	<p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p>	<p>selecting appropriate grammar and vocabulary</p> <p>understanding how such choices can change and enhance meaning</p> <p>drafting</p> <p>integrate dialogue to advance the action</p>	<p>ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p>	<p>integrate dialogue to convey character and advance the action</p>		
<p>Vocabulary, Grammar & Punctuation (ongoing)</p>	<p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> ☞ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms ☞ using passive verbs to affect the presentation of information in a sentence ☞ using the perfect form of verbs to mark relationships of time and cause ☞ 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 ☞ learning the grammar for years 5 and 6 in English Appendix 2 <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> ☞ using commas to clarify meaning or avoid ambiguity in writing ☞ using hyphens to avoid ambiguity ☞ using brackets, dashes or commas to indicate parenthesis ☞ using semi-colons, colons or dashes to mark boundaries between independent clauses ☞ using a colon to introduce a list ☞ punctuating bullet points consistently ☞ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. 					
	<p>Autumn 1</p>	<p>Autumn 2</p>	<p>Spring 1</p>	<p>Spring 2</p>	<p>Summer 1</p>	<p>Summer 2</p>

<p>Vocabulary, Grammar & Punctuation</p>	<p>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</p> <p>Verb prefixes [for example, dis-, de-, mis-, over- and re-]</p> <p>using hyphens to avoid ambiguity</p> <p>using a colon to introduce a list and use of semi-colons within lists</p> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p> <p>How words are related by synonyms and antonyms</p>	<p>using modal verbs or adverbs to indicate degrees of possibility</p> <p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>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]</p> <p>using the perfect form of verbs to mark relationships of time and cause</p> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p> <p>using relative clauses beginning with who, which, where, when, whose, that or</p>	<p>using commas to clarify meaning or avoid ambiguity in writing</p> <p>using hyphens to avoid ambiguity</p> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p> <p>The difference between vocab for formal and informal speech and writing</p> <p>using passive verbs to affect the presentation of information in a sentence</p> <p>Use of cohesive devices: repetition of a word/phrase, grammatical connections (adverbials), ellipsis</p>	<p>using commas to clarify meaning or avoid ambiguity in writing</p> <p>using brackets, dashes or commas to indicate parenthesis</p> <p>using expanded noun phrases to convey complicated information concisely</p> <p>using semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>How words are related by synonyms and antonyms</p> <p>Use of the subjunctive forms in very formal writing and speech</p>	<p>using brackets, dashes or commas to indicate parenthesis</p> <p>using the perfect form of verbs to mark relationships of time and cause</p> <p>using passive verbs to affect the presentation of information in a sentence</p> <p>Use of question tags in informal speech/writing</p>	<p>using semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>using a colon to introduce a list</p> <p>punctuating bullet points consistently to list information</p> <p>Use of question tags in informal speech/writing</p>
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		with an implied (i.e. omitted) relative pronoun				
		Use of cohesive devices: repetition of a word/phrase, grammatical connections (adverbials), ellipsis				
		Use of question tags in informal speech/writing				
Spelling (ongoing)	Pupils should be taught to: <ul style="list-style-type: none"> ☞ use further prefixes and suffixes and understand the guidance for adding them ☞ spell some words with 'silent' letters [for example, knight, psalm, solemn] ☞ continue to distinguish between homophones and other words which are often confused ☞ 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. 					
	A u t u m n 1	Autumn 2	S p r i n g 1	Spring 2	Summer 1	Summer 2
Spelling Proficient	R e v i s i o n o	Revision of key skills Based on class assessment.	R e v i s i o n o	Revision of key skills Based on class assessment.	Revision of key skills Based on class assessment.	Revision of key skills Based on class assessment.

	f k e y s k i l l s B a s e d o n c l a s s a s s e s s m e n t .		f k e y s k i l l s B a s e d o n c l a s s a s s e s s m e n t .			
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<p>Spelling Confident (inc Word List Year 5/6)</p>	<p>E Words ending in -ant, n -ance/-ancy, -ent, d -ence/-ency</p> <p>i Words ending in -able n and -ible g Words ending in -ably s and -ibly w h i High Frequency Words c h s o u n d l i k e f s p e l t - c i o u s o r - t i</p>	<p>A Words with the /i:/ sound d spelt ei after c d</p> <p>i Words containing the n letter-string ough g</p> <p>s High Frequency Words u f i x e s b e g i n i n g w i t h v o w e l l e t t e r</p>	<p>Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</p> <p>Homophones and other words that are often confused</p> <p>High Frequency Words</p>	<p>Homophones and other words that are often confused</p>
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Spelling Developing (inc Word List Year 5/6)	P r e f i x - B e f o r e w o r d s	Before a root word starting with m or p, in- becomes im-. (ly) If the root word ends with -ic, -ally is added rather than just -ly, except in the word publicly. The words truly, duly, wholly.	B e f o r e w o r d s	sub- means 'under'. The ending sounding like /../ is always spelt .sure. The ending sounding like /t../ is often spelt .ture, but check that the word is not a root word ending in (t)ch with an er ending .	auto- means 'self' or 'own'. If the ending sounds like /ʒən/, it is spelt as -sion. Strictly speaking, the suffixes are -ion and -ian. Clues about whether to put t, s, ss or c before these suffixes	Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word. .our is changed to .or before .ous is added.

	<p>e a r o o t w o r d s t a r t i n g w i t h l i n - b e c o m e s i l .</p>	<p>o r d s t a r t i n g w i t h r , i n - b e c o m e s i r - . T h e s u f</p>	<p>e.g. teacher, catcher, richer, stretcher.</p> <p>often come from the last letter or letters of the root word.</p> <p>-tion is the most common spelling. It is used if the root word ends in t or te.</p> <p>-ssion is used if the root word ends in ss or -mit.</p> <p>-sion is used if the root word ends in d or se.</p> <p>Exceptions: attend - attention, intend - intention.</p> <p>-cian is used if the root word ends in c or cs.</p>	<p>A final eef of the root word must be kept if the /d./</p> <p>sound of egf is to be kept.</p> <p>If there is an /i:/ sound before the .ous ending, it is usually spelt as i, but a few words have e.</p>
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t h e / k / s o u n d s p e l t - q u e (F r e n c h i n o r i g i n)

r u l e s a l r e a d y l e a r n t s t i l l a p p l y . H o m o p h o n

Words with the /s/ sounds spelled t s c (Latin in ori

es and near-homophones

	g i n) P o s s e s s i v e a p o s t r o p h e w i t h p l u r a l w o r				
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