



Blakeney Primary School English Long term plan 2023-2024 Year 5/6

Topic						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key text	How the Phoenix got its Feathers (Shang Dynasty)	Traditional Stories from North America The Terrible Chenoo	Berlie Docherty - Winter	Holes – Louis Sachar	Kensuke’s Kingdom Michael Morpurgo	Boy in the Tower Polly Yo Hen
Guided reading	Bug Club Incredible Quests New York	Bug Club Incredible Quests Wind Runner and the Hunt Londinium Emporium	Berlie Docherty Winter / Bug Club - The Longest Night	Holes – Louis Sachar (Ed Shed VIPERS)	Kensuke’s Kingdom (Ed Shed VIPERS)	Boy in the Tower Polly Yo Hen
Storytime	Chinese Traditional Stories	Native American Tales	Berlie Docherty - Winter	Holes – Louis Sachar	Kensuke’s Kingdom Michael Morpurgo	Boy in the Tower Polly Yo Hen
Rhymes and poems	Acorns Remember Remember In Flanders Fields	This is the Night Train Twas the Night Before Christmas				
Non-fiction text	Non Chronological Report -Red Panda	Explanation -Who are the Native Americans?	Detailed Timeline on Ancient Greece (JC)	Linked to Topic - Explanation - How does...?	Y5 Anglo Saxon Battle Persuasive speech	Non -Chronological report – Rivers around the world
Writing genre	Narrative – Myths and Legends -How the Phoenix got its Feathers	Narrative – Traditional stories from different Cultures	Narrative The Fantastic Flying Books of Mr Morris Lessmore – Narrative (JC)	Narrative (Topic Extreme Earth) Own unit JC style Text - Holes	Narrative – Adventure -Kensuke’s Kingdom (JC)	Narrative – Story - Varmints
Grammar and punctuation Year 5	Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Use proper nouns	Indicating degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. <i>might, should, will, must</i> Identify adverbs	Understand how dialogue is set out. Change the position of the reporting clause Identify prepositions and prepositional phrases	Use punctuation effectively Explore ambiguity that arise from sentence contractions	Explore and use pronouns and possessive pronouns Extend sentences by using subordinating clauses	Use brackets, dashes or commas for parenthesis Revisit relative clauses and punctuation Edit and develop sentences

	<p>Develop use of adverbs of possibility</p> <p>Explore and develop expanded noun phrase</p> <p>Tenses – past present progressive and present perfect</p> <p>Use apostrophes for plural nouns</p> <p>relative clauses</p>	<p>Use verb prefixes e.g. <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i></p> <p>Identify and use the verb ‘to be’</p> <p>to understand the difference between direct and reported speech through finding compared examples from reading, discussing contexts and reasons for using particular forms and their effects</p> <p>Transform direct to reported speech and vice versa</p>	<p>Use brackets, dashes or commas for parenthesis</p> <p>Secure the use of a comma in embedding clauses in sentences – for clarity</p> <p>Convert nouns or adjectives into verbs using suffixes e.g. <i>-ate</i>; <i>-ise</i>; <i>-ify</i></p>	<p>Further explore direct and indirect speech</p> <p>Identify determiners within sentences</p> <p>Use suffixes -fer</p> <p>Create and develop subordinating clauses – changing its place within sentences</p> <p>Link ideas across paragraphs using adverbials of time e.g. <i>later</i>; place e.g. <i>nearby</i> and number e.g. <i>secondly</i> or tense choices e.g. <i>he had seen her before</i></p>	<p>Use devices to build cohesion within a paragraph e.g. <i>then</i>, <i>after</i> <i>that</i>, <i>this</i>, <i>firstly</i></p> <p>Use brackets, dashes or commas for parenthesis</p> <p>Explore and develop homophones and near homophones</p> <p>To revise and extend work on verbs</p> <p>To identify the imperative form</p> <p>To be aware of the difference between spoken and written language</p> <p>search for and classify a range of prepositions</p>	<p>Dictionary skills</p> <p>To use punctuation marks accurately in complex sentences</p> <p>To investigate clauses by identifying the main clause in a long sentence; investigating sentences which contain more than one clause; understand how clauses are connected e.g. by combine three short sentences into one</p>
<p>Grammar and punctuation</p> <p>Year 6</p>	<p>Identify and develop expanded noun phrases</p> <p>Recap modal verbs and introduce the subjunctive form</p> <p>Suffixes – make verbs from nouns and adjectives – <i>ate</i>, <i>-ise</i>, <i>-ify</i>, and <i>-en</i></p> <p>Revisit and revise relative clauses and punctuation</p> <p>To use colons and semi-colons in lists</p> <p>Use prefixes <i>dis</i>, <i>de</i>, <i>mis</i>, <i>over</i> and <i>re</i></p>	<p>Use and identify pronouns and possessive pronouns</p> <p>Use commas to avoid ambiguity</p> <p>Use semi- colon, colon and dash to mark the boundary between independent clauses e.g. <i>It’s raining: I’m fed up</i></p> <p>Identify the subject and object in a sentence</p> <p>Identify and use the active and passive tense to affect the presentation of information in a sentence e.g. <i>I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)</i></p> <p>Identify adverbs to show frequency</p>	<p>Explore the use of synonyms and antonyms</p> <p>Revisit adverbs to show possibility</p> <p>Use hyphens to avoid ambiguity e.g. <i>man eating shark versus man-eating shark or recover versus re-cover</i></p> <p><i>Explore the use of coordinating and subordinating conjunctions</i></p> <p><i>Explore and extend root words using prefixes and suffixes</i></p>	<p>Use the perfect form of verbs to mark relationships of times and cause</p> <p>Revisit and direct and reported speech</p> <p>Formal and informal speech and vocabulary</p> <p>Verb tenses – revisit taught tenses and change sentences</p> <p>To analyse how different paragraphs are structured in writing e.g. comments sequenced to follow the shifting thoughts of a character; examples listed to justify a point and reiterated to give it force</p>	<p>To revise the language conventions and grammatical features of the different text types such as: narrative (e.g. stories and novels); recounts (e.g. anecdotes, accounts of observations, experiences); instructional texts (e.g. instructions and directions); reports (e.g. factual writing, description); explanatory texts (how and why); persuasive texts (e.g. opinions, promotional literature); discursive texts (e.g. balanced arguments)</p> <p>Understand and use layout devices to structure texts e.g. <i>headings, sub-headings, columns, bullets or tables</i></p>	<p>To conduct detailed language investigations through interviews, research and reading e.g. of proverbs, language change over time, dialect, study of headings</p>
<p>Spelling Y5</p>						
<p>Spelling Y6</p>						