

Literacy Long Term Plan 2017-18

Year 5/6	<i>Autumn 1 (6 weeks)</i>	<i>Autumn 2 (7 weeks)</i>	<i>Spring 1 (5 weeks)</i>	<i>Spring 2 (6 weeks)</i>	<i>Summer 1 (5 weeks)</i>	<i>Summer 2 (7 weeks)</i>
TOPIC LINK	Locational Study: North America <i>Parental involvement – stalls on US States</i>	History: Egyptians	Geography: Climate Zones, biomes and vegetation belts (Brazil)	Geography: Climate Zones, biomes and vegetation belts (Brazil) <i>Parental involvement – campaigns on saving the rainforest</i>	Not linked to English	History: Anglo Saxons <i>Non-fiction writing opportunities through science</i>
Poetry Unit	(Picture book) The Mysteries of Harris Burdick	Free Verse linked to Egyptian theme	kennings – riddles about rainforest animals	Tankas – descriptive linked to rainforest environment	Visual Literacy Y5 – Alma Y6 - Francis	Myths and Legends poetry (Poetry works)
Quality text	Tom Sawyer by Mark Twain	The Time Travelling Cat by Julia Jarman	The Shaman's Apprentice by Lynne Cherry The Jaguar by Helen Cowcher	The Vanishing Rainforest by Richard Platt The Great Kapok Tree By Lynn Cherry	Killer Camera by Anthony Horowitz	King Arthur by Usbourne (Legend) Beowulf by Rob Lloyd Jones (Myth)
Cold Write <i>(Assessed independent piece)</i>	Write an opening to an adventure story	Instruction writing Non-chronological report	Short story	Persuasive letter on something you want to change or save	Short horror story	Short myth or legend
Text type Audience Purpose Style	T – Adventure narrative A – Children P –To entertain – best copies for library S – classic/formal language. descriptive	T – Instruction A – Across US classes P – To instruct on how to do something S – Imperative verbs, adverbs, adverbials for time, introduction, conclusion T – Non- chronological reports	T – Geographical Narrative A – Children P – To entertain, inform audience of geographical context. S – technical language, formal, vivid description	T – Persuasive writing A – Government, companies, parents P – To persuade people to save the rainforest S – persuasive features, fact and opinion, formal, layout devices	T – Horror story A – Children across US P – To entertain and scare S – short sentences for impact. Vivid description.	T – Myths and legends A – Children P – To entertain S – Element of truth, heroes and monsters, some historical facts, rich descriptions, action

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		A – Children P – To inform – best copies for library S – Formal, informative, cohesion, layout devices				
Specific Grammar focus (<i>Alan Peat sentences to link</i>)	(Year 5) Cohesion within paragraphs Commas for parenthesis – Noun, who/which/where (Year 6) Cohesion across paragraphs. Formal and informal speech. Use of a colon to introduce a list. De:de	(Year 5) Commas to clarify meaning. Cohesion Object/Person (aka...) sentence (Year 6) De:de Tell: show 3; Bullet points and layout devices When; when; when, then.	(Year 5) Name-adjective pair-hyphen for parenthesis Verb, person sentence Outside. (Inside.) sentence (Year 6) Use of :- to mark the boundary between independent clauses Active/passive voice Integrated dialogue Imagine 3	(Year 5) Modal verbs Linking across paragraphs Adverbials Getting worse, getting better sentences (Year 6) Semi-colons Tell: show3; Cohesive devices Synonyms/antonyms.	(Year 5) Brackets, dashes or commas for parenthesis Adverbs for degrees of possibility 3 bad – sentence (Year 6) Cohesive devices – ellipsis, repetition of word or phrase Hyphens Active and Passive Integrated dialogue If, if, if, then The question is: sentence	(Year 5) Brackets, dashes or commas for parenthesis Adverbs for degrees of possibility Name – adjective pair – sentence (Year 6) Cohesive devices – ellipsis, repetition of word or phrase Hyphens Active and Passive Integrated dialogue Irony
Short writes	Setting descriptions Character descriptions Link to picture stimulus	Engaging introductions and conclusions which talk directly to reader Particular paragraph – cohesion and expansion	Setting descriptions Character descriptions Link to picture stimulus	Persuasive adverts Engaging introductions/ conclusions which talk directly to the reader	Engaging openings. Building suspense Character descriptions. Building tension (Chiller book ideas)	Hero and monster descriptions Setting descriptions Wanted posters
Hot Write (<i>Independent</i>)	Adventure story set in	Instructions linked to	Short story set in a	Persuasive letters and	Horror story	Myth or legend

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piece)	1800s in Deep South of America	mummification, pyramid building etc... Non-chronological report about the Egyptians	rainforest setting	leaflets to save the rainforest		around time of Anglo-Saxons
Spelling Year 5	Revisit Strategies at the point of writing: Have a go Plurals (adding ‘-s’, ‘-es’ and ‘-ies’) Apostrophe for contraction and possession Rare GPCs Words with ‘silent’ letters Morphology/ Etymology Use spelling journals to record helpful etymological notes on curious or difficult words Word endings Words with the letter string ‘-ough’ Words ending in ‘-able’ and ‘-ible’ Homophones <i>isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed</i> Hyphen Use of the hyphen (<i>co-ordinate, co-operate</i>) Dictionary Use of a dictionary to support teaching of word roots, derivations and spelling patterns Use of a dictionary to create word webs Proofreading Focus on checking words from personal lists. Learning and Practising spellings Pupils:		Revisit Strategies at the point of writing: Have a go Apostrophe for possession Rare GPCs Teach words with rare GPCs from the Year 5 and 6 word list (<i>bruise, guarantee, queue, immediately, vehicle, yacht</i>) Words with the /i:/ sound spelt ‘ei’ after ‘c’ (<i>receive, ceiling</i>) Morphology/ Etymology Teach extension of base words using word matrices. Word endings Words ending in ‘-ably’ and ‘-ibly’ Revise words ending in ‘-able’ and ‘-ible’ Homophones <i>altar/alter, led/lead, steal/steel</i> Dictionary Use a dictionary to create collections of words with common roots Proofreading Checking from another source after writing (spell check if on screen, spelling journals, environmental print, spelling partners) Learning and Practising spellings		Revisit Strategies at the point of writing: Have a go A range of strategies for learning words Homophones <i>(cereal/serial, father/farther, guessed/guest, morning/mourning, who’s/whose)</i> Suffixes Problem suffixes Dictionary Teach use of dictionary to check words, refer- ring to the first three or four letters Proofreading Check writing for misspelt words that are on the Years 5 and 6 word list Morphology/ Etymology Teach morphemic and etymological strategies to be used when learning specific words Learning and Practising spellings Pupils: <ul style="list-style-type: none"> • Learn selected words taught in new knowledge this term. • Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) • Learn words from personal lists. 	

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	<ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>	<p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>
Spelling Year 6	<p>Revisit Strategies at the point of writing: Have a go Words ending ‘-able/ably’, ‘-ible/ibly’</p> <p>Rare GPCs Revise words with the /i:/ sound spelt ‘ei’ after ‘c’.</p> <p>Prefixes and Suffixes Adding suffixes beginning with vowel letters to words ending in ‘-fer’.</p> <p>Word endings Endings that sound like /ous/ spelt ‘-cious’ or ‘-tious’ (<i>precious, ambitious</i>)</p> <p>Homophones <i>advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy</i></p> <p>Proofreading Proofreading in smaller chunks – sentences and paragraphs.</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. 	<p>Revisit Words containing the letter string ‘-ough’</p> <p>Prefixes and Suffixes Generating words from prefixes and suffixes</p> <p>Word endings The /ʃəl/ sound, words ending ‘tial’ and ‘cial’ (<i>official, special, artificial, partial, confidential, essential</i>)</p> <p>Homophones <i>compliment/complement, desert/dessert, principal/principle, profit/prophet, stationery/stationary</i> All homophones from KS2</p> <p>Proofreading Proofreading someone else’s writing. Note down strategies that help in spelling journals</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) 	<p>Revisit Spelling strategies at the point of writing</p> <p>Rare GPCs Revise words with rare GPCs from the Years 5 and 6 word list (<i>bruise, guarantee, queue, immediately, vehicle, yacht</i>)</p> <p>Word endings Words ending in ‘-ant’, ‘-ance’/‘-ancy’, ‘-ent’, ‘-ence’/‘-ency’</p> <p>Homophones and near homophones <i>draft/draught, dissent/descent, precede/proceed, wary/weary</i></p> <p>Proofreading Embedding proofreading strategies when reviewing own writing independently.</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) Learn words from personal lists



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