

## Cambois Primary School

### Long Term Plan: Year 5/ 6 Cycle B (2021/2022)

English Focus: Year 5-6								
	Term 1			Term 2			Term 3	
<b>Narrative</b>	<b>Legends.</b>	<b>Dilemma Stories</b>	<b>Take One Book:</b>  'Take One Book' (1 or 2 weeks) One (or more) written outcomes, linked with fiction/nonfiction modules already covered during the term.	<b>Mixed genre.</b>	<b>Stories from another culture.</b>	<b>Take One Book:</b>  'Take One Book' (1 or 2 weeks) One (or more) written outcomes, linked with fiction/nonfiction modules already covered during the term.	<b>Stories by significant authors.</b>	<b>Take One Book:</b>  'Take One Book' (1 or 2 weeks) One (or more) written outcomes, linked with fiction/nonfiction modules already covered during the term.
<b>Suggested Final Written Outcome</b>	Reflect on the main characters of the myth and re-tell the story from different perspectives.	Explore texts in detail. Write in the style of the author.		A single extended narrative, or two narratives on a different theme e.g., each developing skills of describing setting; building up atmosphere and tension	Reflect on the main characters from the story etc.		Cover all VGP statements A range of written outcomes, linked with fiction/non-fiction/ poetry/ speeches/ playscripts an opportunity to revisit modules already covered during the term as well as introduce new writing styles.	
<b>Texts:</b>								
<b>Non Fiction</b>	<b>Reports</b>	<b>Recounts.</b>		<b>Persuasion</b>	<b>Discussion.</b>		<b>Context based theme on current affairs eg Olympics/ Conservation/ Global citizenship</b>	
<b>Suggested Final Written Outcome</b>	Write reports as part of a presentation on a non-fiction subject. Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different	Write in role, adapting distinctive voices, e.g. of historical characters, through preparing a CV; composing a biographical account or describing a person from different perspectives, e.g. police description, school report, newspaper obituary		Construct an argument in note form or full text to persuade others of a point of view and present the case to the class or a group; use standard English appropriately; evaluate its effectiveness	A debate followed by a write-up which presents and evaluates the opinions of multiple differing viewpoints		Cover all VGP statements A range of written outcomes, linked with fiction/non-fiction modules already covered during the term	

	nonfiction text types.						
<b>Texts:</b>							
<b>Poetry</b>	Free Verse.			<b>Free verse</b>	<b>Structure Monologues</b>		<b>Take One Poet: poetry appreciation</b>
<b>Suggested Outcome.</b>	Build vocabulary through reading, writing and performing free verse of choice.			Reading, writing and performing free verse of choice.	Read and respond.		Research a particular poet. Personal responses to poetry Recite familiar poems by heart
<b>Texts:</b>							
<b>Skills:</b>	Vocabulary building.			Build vocabulary. Personal response and performance			Personal response and performance.
<b>Grammar Focus:</b>	Use of commas	Paragraphs - cohesive devices Semi-colon and complex sentences  Ellipsis		Bullet points Hyphens Colons, semi colons and dashes	Perfect form of tense		Suffixes and prefixes  Relative clauses
<b>Assessment</b>	<p>Check your children's needs and track against planning and assessment document. Term 3 Summer: Study and Assessment period for year 6 Pupils.</p>						