



Five Stones Learning Federation
Writing Long Term Plan Year 5/6



| Autumn 1 | Spring 1 | Summer 1 |
|---|--|---|
| Entertain - Narrative - 2 weeks Entertain - Poetry (Recite) - 1 week Inform - Letters - 2 week Inform - Journalistic Writing - 2 weeks (7 Weeks) | Persuade - Persuasive Letter - 2 week Entertain - Poetry (Recite) - 1 week Entertain - Description- 1 week Inform - Information text - 2 weeks (6 Weeks) | Discuss - Discussion text - 2 week Entertain - Poetry (Recite) - 1 week Inform - Biography - 2 weeks (5 Weeks) |
| Autumn 1 | Spring 2 | Summer 2 |
| Persuade - Campaign - 2 weeks Inform - Recount - Diary entry - 2 weeks Entertain - Poetry (Recite) - 1 week Entertain - Narrative - 2 weeks (7 Weeks) | Inform - Recount - 2 weeks Entertain - Narrative - 2 weeks Persuade - Advertising / Campaign - 2 weeks (6 Weeks) | Entertain - Narrative - 2 weeks Discuss - Review (TV Program) - 2 week Inform - Letters - 2 weeks Persuade - Advertising - 1 week (7 Weeks) |

| Purpose of writing: | | | |
|--|--|---|--|
| To Entertain: | To Persuade: | To inform: | To Discuss: |
| <ul style="list-style-type: none"> Description: characters and settings Narrative: other cultures and traditions, myths, legends and traditional tales, suspense / mystery / horror, literacy heritage, modern fiction Poetry | <ul style="list-style-type: none"> Advertising Letters Speech Campaign | <ul style="list-style-type: none"> Report Recount Biography Newspaper reports Information text | <ul style="list-style-type: none"> Balanced Argument Newspaper article Review |



Five Stones Learning Federation
English Flow of the Week



| Day | |
|------------------|---|
| Monday | Comprehension: Discrete comprehension lesson focusing of the skill KS1 - Share stories and ask questions |
| Tuesday | Features of the text: Share the features of the text type along with the purpose of writing. Share the example text. Add the features to your display. |
| Wednesday | Suggested lesson focus: Grammar - A grammar lesson focused on the requirements of the text. VCOP - A grammar lesson suggesting vocabulary, conjunctions, varied openers and punctuation. |
| Thursday | Suggested lesson focus: Grammar - A grammar lesson focused on the requirements of the text. VCOP - A grammar lesson suggesting vocabulary, conjunctions, varied openers and punctuation. Improve - Improve a section of the teachers work trying o include features and the grammar link |
| Friday | Write a section - Eg. An introduction, a beginning, a ending to a given story. |
| | |
| Monday | Plan: Teacher models parts of a plan and then he children create their own. KS1 - Class plan would be sufficient |
| Tuesday | Big Write - Children to write the text using the plan, features and previous grammar lessons KS1 and KS2 Autumn term - Teacher model writing some and then children write and then repeat. |
| Wednesday | Big Write - Children to write the text using the plan, features and previous grammar lessons KS1 and KS2 Autumn term - Teacher model writing some and then children write and then repeat. |
| Thursday | Improve - Children to improve a section of the text including the next steps. Alternatively, children can write the next section of their work. KS1 - children improve sentences created by the teacher related to the text. |
| Friday | Comprehension: Discrete comprehension lesson focusing on the skill |



**Five Stones Learning Federation
Grammar Long Term Plan Year 5/6**

| Autumn 1 | Spring 1 | Summer 1 |
|---|---|---|
| <p>Nouns - 1 week Spelling rule (adding ending -cial -tial) Determiners - 1 week Noun phrases- 1 week Spelling rule (adding ending -cious -tious) Verbs and modal verbs - 1 week Adverbs - 1 week Adverbials - 1 week Verb Forms - 1 week</p> <p>(7 Weeks)</p> | <p>Conjunctions - 1 week Spelling rule (words ending -ance/-ancy, -ent, ence/-ency) Phrase or clause - 2 weeks Functions of sentences - 1 week Word types - 1 week Active and Passive voice - 1 week</p> <p>(6 Weeks)</p> | <p>Revision SATs Prep - The use of Testbase</p> <p>Spelling rule the /i/ sound spelt ei after c)</p> <p>(5 Weeks)</p> |
| Autumn 2 | Spring 2 | Summer 2 |
| <p>Semi-colons - 1 week Spelling rule (words ending -ible, -able, -ably, ibly) Apostrophes - 1 week Speech - 1 week Relative clause - 1 week Complex sentences - 2 weeks Conjunctions - 1 week</p> <p>End of term word type expectations. Children to underline in the following sentences: <i>doing verbs, nouns, determiners, adverbs, adjectives, subordinating conjunctions, co-ordinating conjunctions, prepositions pronouns, verb forms</i></p> <p>(7 Weeks)</p> | <p>Adjectives or adverb - 1 week Spelling rule (adding ending -fer) Noun or verb - 1 week Pronouns - 1 week Spelling rule (adding ending -cious -tious- 1 week</p> <p>Revision SATs Prep - The use of Testbase</p> <p>End of term word type expectations. Children to underline in the following sentences: <i>all word types</i></p> <p>(6 weeks)</p> | <p>Phrase or clause - 3 weeks Verb forms - 2 weeks Semi-colons, colons, hyphens, brackets, dashes - 2 weeks</p> <p>End of term word type expectations. Children to underline in the following sentences: <i>all word types</i></p> <p>(7 Weeks)</p> |

| Autumn 1 | Spring 1 | Summer 1 |
|--|---|--|
| <p>2b - Retrieve and record information / identify key details (fiction - 1 week)</p> <p>2b - Retrieve and record information / identify key details (non-fiction - 1 week)</p> <p>2d - make inferences from the text / explain and justify inferences with evidence from the text (fiction - 1 week)</p> <p>2d - make inferences from the text / explain and justify inferences with evidence from the text (non-fiction - 1 week)</p> <p>2d - make inferences from the text / explain and justify inferences with evidence from the text (poetry- 1 week)</p> <p>2a - give / explain the meaning of words in context (fiction 1 week)</p> <p>2a - give / explain the meaning of words in context (non-fiction - 1 week)</p> <p>(7 weeks)</p> | <p>2b - Retrieve and record information / identify key details (non-fiction - 1 week)</p> <p>2b - Retrieve and record information / identify key details (fiction - 1 week)</p> <p>2a - give / explain the meaning of words in context (non-fiction)</p> <p>2d - make inferences from the text / explain and justify inferences with evidence from the text (fiction - 1 week)</p> <p>2d - make inferences from the text / explain and justify inferences with evidence from the text (fiction - 1 week)</p> <p>2f - identify / explain how information / narrative content is related and contributes to meaning as a whole (fiction - 1 week)</p> <p>(6 weeks)</p> | <p>2e - predict what might happen from details stated and implied (fiction 1 week)</p> <p>2c - summarise main ideas from more than one paragraph (fiction - 1 week)</p> <p>2c - summarise main ideas from more than one paragraph (non-fiction - 1 week)</p> <p>2g - identify / explain how meaning is enhanced through choice of words and phrases (fiction - 1 week)</p> <p>2b - Retrieve and record information / identify key details (poetry- 1 week)</p> <p>(5 weeks)</p> |
| Autumn 2 | Spring 2 | Summer 2 |
| <p>2d - make inferences from the text / explain and justify inferences with evidence from the text (fiction - 1 week)</p> <p>2b - Retrieve and record information / identify key details (fiction - 1 week)</p> <p>2c - summarise main ideas from more than one paragraph (fiction - 1 week)</p> <p>2c - summarise main ideas from more than one paragraph (non-fiction - 1 week)</p> <p>2a - give / explain the meaning of words in context (fiction 1 week)</p> <p>2e - predict what might happen from details stated and implied (fiction 1 week)</p> <p>2e - predict what might happen from details stated and implied (non-fiction 1 week)</p> <p>(7 weeks)</p> | <p>2e - predict what might happen from details stated and implied (fiction)</p> <p>2e - predict what might happen from details stated and implied (poetry)</p> <p>2d - make inferences from the text / explain and justify inferences with evidence from the text (fiction - 1 week)</p> <p>2d - make inferences from the text / explain and justify inferences with evidence from the text (non-fiction - 1 week)</p> <p>2h - make comparisons within the text (fiction 1 week)</p> <p>2a - give / explain the meaning of words in context (fiction 1 week)</p> <p>(6 weeks)</p> | <p>2h - make comparisons within the text (poetry - 1 week)</p> <p>2d - make inferences from the text / explain and justify inferences with evidence from the text (fiction - 1 week)</p> <p>2a - give / explain the meaning of words in context (fiction 1 week)</p> <p>2e - predict what might happen from details stated and implied (fiction 1 week)</p> <p>2g - identify / explain how meaning is enhanced through choice of words and phrases (non-fiction - 1 week)</p> <p>2f - identify / explain how information / narrative content is related and contributes to meaning as a whole (fiction - 1 week)</p> <p>2c - summarise main ideas from more than one paragraph (fiction - 1 week)</p> <p>(7 weeks)</p> |

Five Stones Learning Federation

Year 5/6 - Books to be covered in Shared Reading Sessions or as a class read

Every half term each class should read: **A specific text type, an award winner, Learn a poem to recite and Read sections of non-fiction**

| Autumn 1 | Spring 1 | Summer 1 |
|--|---|---|
| Complexity of the Narrator: Choose at least one of the following Mixed up Files of Mrs Basil Frankwater - E Konigsburg - 112 pages Sky Song - Abi Elphinstone - 288 pages Where the Mountain Meets the Moon - Grace Lin - 288 pages The Pebble in My Pocket - Meredith Hooper - 40 pages | Archaic: Choose at least one of the following Robinson Crusoe - Daniel Defoe - 108 pages The Raven - Edgar Allen Poe - 46 pages The Highwayman - Alfred Noyes - 32 pages Tell-Tale Heart - Edgar Allen Poe - 64 pages | Resistant Texts: Choose at least one of the following The Arrival - Shaun Tan - 128 pages The Lie Tree - Frances Hardinge - 416 pages A Monster Calls - Patrick Ness - 240 pages |
| Award winners: Suggested texts if ones above are finished. Use lovereading4kids to choose books as well. | Award winners: Suggested texts if ones above are finished. Use lovereading4kids to choose books as well. | Award winners: Suggested texts if ones above are finished. Use lovereading4kids to choose books as well. |
| The Lost Words - R. MacFarlane - 128 pages (Greenway medal 2019) Armistice Runner - Tom Palmer - 176 pages (SL Chn book awards 19) Goodnight Mr Tom https://www.lovereading4kids.co.uk/ | Frozen in time - Ali Sparkes - 336 pages (Blue Peter 2010) Wildspark - Vashti Hardy - 448 pages (Blue Peter 2020) https://www.lovereading4kids.co.uk/ | Lark - Anthony McGowan - 120 pages (UKLA book awards 2020) Wink - Rob Harrell - 320 pages (star read) https://www.lovereading4kids.co.uk/ |
| Poetry: Learn one of the poems to recite and perform | Poetry: Learn one of the poems to recite and perform | Poetry: Learn one of the poems to recite and perform |
| If - Rudyard Kipling - 1910 Charge of the Light Brigade - Alfred, Lord Tennyson - 1854 | Fog - Carl Sandburg - 1916 The Tyger - William Blake - 1794 | Jabberwocky - Lewis Carroll - 1871 Sky in the Pie - Roger McGough - 1983 |
| Non Fiction: Books that contain facts (use extracts) | Non Fiction: Books that contain facts (use extracts) | Non Fiction: Books that contain facts (use extracts) |
| Infinite Hope - Ashley Byran - | National Theatre, All about theatre - National Theatre | Big Ideas for Young thinkers - Jamia Wilson |
| Autumn 2 | Spring 2 | Summer 2 |
| Non-Linear Time Sequences: Choose at least one of the following A Christmas Carol - Charles Dickens - 108 pages A Long Walk to the Water - Linda Sue Park - 121 pages An Eagle in the Snow - Michael Morpurgo - 272 pages Holes - Louis Sachar - 240 pages Time Travelling with a Hamster - Ross Welford - 400 pages | Complexity of Plot/Symbol: Choose at least one of the following The Lost Thing - Shaun Tan - 32 pages Skellig - David Almond - 176 pages Who Let the Gods Out? - Maz Evans - 368 pages When You Reach Me - Rebecca Stead - 208 pages Northern Lights - Philip Pullman - 448 pages | Complexity of the Narrator: Choose at least one of the following Clockwork - Phillip Pulman - 96 pages A Series of Unfortunate Events - Lemony Snicket - 192 pages Pax - Sara Pennypacker - 288 pages The Infinite Lives of Maisie Day - Christopher Edge - 176 page Once - Maurice Gleitzman - 160 pages |
| Award winners: Suggested texts if ones above are finished. Use lovereading4kids to choose books as well. | Award winners: Suggested texts if ones above are finished. Use lovereading4kids to choose books as well. | Award winners: Suggested texts if ones above are finished. Use lovereading4kids to choose books as well. |
| In the Shadows of heroes - N. Bowling - 384 pages (SL Costa 19) Girl who lost her shadow - E. Ilett - 224 pages (B..ford Boase 20) https://www.lovereading4kids.co.uk/ | River Boy - Tim Bowler - 135 pages (Carnegie Medal) No Ballet Shoes in Syria - C Bruton - 272 pages (BAMG Award 19) https://www.lovereading4kids.co.uk/ | The Bombs that brought us together - B Conaghan - 320 pages (Cost award 16) https://www.lovereading4kids.co.uk/ |
| Poetry: Learn one of the poems to recite and perform | Poetry: Learn one of the poems to recite and perform | Poetry: Learn one of the poems to recite and perform |
| A Ballad of London - Richard Le Gallienne - 1866 The Eagle - Alfred, Lord Tennyson - 1851 | The Listeners - Walter de La Mare - 1912 Dreams - Langston Hughes - 1926 | Daffodils - William Wordsworth - 1807 Silver - Walter de La Mare - 1907 |
| Non Fiction: Books that contain facts (use extracts) | Non Fiction: Books that contain facts (use extracts) | Non Fiction: Books that contain facts (use extracts) |
| Pets and their famous humans - Ana Gallo | Chinglish: An almost entirely true story - Sue Cheung | What is politics? Why should we care and other big questions - Michael Rosen |

| Year 5 Chapter book selection | | Featured author: Catherine Johnson |
|---|--|------------------------------------|
| The Train to Impossible Places - PG Bell | | |
| The Awesome Book of Space - Adam Frost | | |
| Race to the Frozen North (The Matthew Henson Story) - Catherine Johnson | | |
| Frostheart - Jamie Littler | | |
| The Potkin Stubbs - Sophie Green | | |
| The Clockwork Crow - Catherine Fisher | | |
| Wolf Wilder - Katherine Rundell | | |
| The Middler - Kirsty Applebaum | | |
| The Midnight Hour - Benjamin Read | | |
| Nevertell - Katherine Orton | | |
| Freedom - Catherine Johnson | | |
| Make More Noise - Catherine Johnson | | |

| Year 6 Chapter book selection | | Featured author: |
|--|--|------------------|
| The Explored - Katherine Rundell | | |
| The Skylarks War - Hilary McKay | | |
| Vote for Effie - Laura Wood | | |
| The 1000-year old boy - Ross Welford | | |
| The colour of the Sun - David Almond | | |
| The Amazing Maurice and his Educated Rodents - Terry Pratchett | | |
| Ghost Boys - Glenda Milard | | |
| Beetle Boy - M G Leonard | | |
| Cogheart - Peter Bunzl | | |
| The Nowhere Emporium - Ross MacKenzie | | |
| The Garden of Lost Secrets - AM Howell | | |
| Mystery of the Night Watchers - Glenda Milard | | |

The expectation is that the class teacher has knowledge of these texts and can engage in book talk with the children. Opportunities should be created for the children to discuss the different texts.