



Evenwood C of E Primary School  
Writing Long Term Plan Year 5/6



*\*Assessment tracker needs to be updated regularly to provide meaningful next steps\**

Autumn 1	Spring 1	Summer 1
<p><b>Entertain</b> - Narrative - <b>2 weeks</b>  <b>Entertain</b> - Poetry (Recite - Macmillan Coffee Morning) - <b>1 week</b>  <b>Inform</b> - Letters - <b>2 week</b>  <b>Inform</b> - Journalistic Writing (current events) - <b>2 weeks</b></p> <p>(7 Weeks)</p>	<p><b>Persuade</b> - Persuasive Letter - <b>2 week</b>  <b>Entertain</b> - Poetry (Recite) - <b>1 week</b>  <b>Entertain</b> - Description- <b>1 week</b>  <b>Inform</b> - Information text - <b>2 weeks</b></p> <p>(6 Weeks)</p>	<p><b>Discuss</b> - Discussion text - <b>2 week</b>  <b>Entertain</b> - Poetry (Recite) - <b>1 week</b>  <b>Entertain</b> - Poetry (Write) - <b>1 week</b>  <b>Inform</b> - Biography - <b>2 weeks</b></p> <p>(6 Weeks)</p>
Autumn 2	Spring 2	Summer 2
<p><b>Entertain</b> - Poetry (Recite) - <b>1 week</b>  <b>Persuade</b> - Campaign - <b>2 weeks</b>  <b>Inform</b> - Recount - Diary entry - <b>2 weeks</b>  <b>Entertain</b> - Narrative - <b>2 weeks</b></p> <p>(7 Weeks)</p>	<p><b>Inform</b> - Recount - <b>2 weeks</b>  <b>Entertain</b> - Narrative - <b>2 weeks</b>  <b>Entertain</b> - Poetry (Recite) - <b>1 week</b></p> <p>(5 Weeks)</p>	<p><b>Entertain</b> - Narrative - <b>2 weeks</b>  <b>Discuss</b> - Review (TV Program) - <b>2 week</b>  <b>Inform</b> - Letters - <b>2 weeks</b>  <b>Persuade</b> - Advertising - <b>1 week</b></p> <p>(7 Weeks)</p>

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



Evenwood C of E Primary School  
English Flow of the Week



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



Evenwood C of E Primary School  
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>* Y6 - Lessons can be taught through SATs Prep</p> <p>(6 Weeks)</p>	<p><b>Year 5</b>            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</p> <p><b>Year 6</b>            Revision SATs Prep - The use of Testbase</p> <p>(6 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><b>Year 5</b>            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><b>Year 6</b>            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>(5 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>2b - Retrieve and record information / identify key details (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 (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><b>Year 5</b></p> <p>2h - make comparisons within the text (fiction 1 week)</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><b>Year 6</b></p> <p>Revision SATs Prep - The use of Testbase</p> <p>(6 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><b>Year 5</b></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>2a - give / explain the meaning of words in context (fiction 1 week)</p> <p><b>Year 6</b></p> <p>Revision SATs Prep - The use of Testbase</p> <p>(5 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>



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
<b>Complexity of the Narrator:</b> Choose at least one of the following	<b>Archaic:</b> Choose at least one of the following	<b>Resistant Texts:</b> 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	Robinson Crusoe - Daniel Defoe -108 pages The Raven - Edgar Allen Poe - 46 pages Tell-Tale Heart - Edgar Allen Poe - 64 pages	The Arrival - Shaun Tan - 128 pages The Lie Tree - Frances Hardinge - 416 pages A Monster Calls - Patrick Ness - 240 pages
<b>Award winners:</b> Suggested texts if ones above are finished. Use <a href="https://www.lovereadings4kids.co.uk/">lovereadings4kids</a> to choose books as well.	<b>Award winners:</b> Suggested texts if ones above are finished. Use <a href="https://www.lovereadings4kids.co.uk/">lovereadings4kids</a> to choose books as well.	<b>Award winners:</b> Suggested texts if ones above are finished. Use <a href="https://www.lovereadings4kids.co.uk/">lovereadings4kids</a> 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) Black Brother, Black Brother - Jewell Rhodes - 240pages ( <a href="https://www.lovereadings4kids.co.uk/">Lovereadings Recommends</a> )	Frozen in time - Ali Sparkes - 336 pages (Blue Peter 2010) Wildspark - Vashti Hardy - 448 pages (Blue Peter 2020) <a href="https://www.lovereadings4kids.co.uk/">https://www.lovereadings4kids.co.uk/</a>	Lark - Anthony McGowan - 120 pages (UKLA book awards 2020) Wink - Rob Harrell - 320 pages (star read) <a href="https://www.lovereadings4kids.co.uk/">https://www.lovereadings4kids.co.uk/</a>
<b>Poetry:</b> Learn one of the poems to recite and perform	<b>Poetry:</b> Learn one of the poems to recite and perform	<b>Poetry:</b> Learn one of the poems to recite and perform
Charge of the Light Brigade - Alfred, Lord Tennyson - 1854 A Tragic Story - William Makepeace Thackeray - 1840	Fog - Carl Sandburg - 1916 Dream Variations - Langston Hughes - 1926	Jabberwocky - Lewis Carroll - 1871 Sky in the Pie - Roger McGough - 1983
<b>Non Fiction:</b> Books that contain facts (use extracts)	<b>Non Fiction:</b> Books that contain facts (use extracts)	<b>Non Fiction:</b> Books that contain facts (use extracts)
Infinite Hope - Ashley Byran - Little People, Big Dreams by Maria Isabel Sanchez Vegara where appropriate	National Theatre, All about theatre - National Theatre Little People, Big Dreams by Maria Isabel Sanchez Vegara where appropriate	Big Ideas for Young thinkers - Jamia Wilson Little People, Big Dreams by Maria Isabel Sanchez Vegara where appropriate
Autumn 2	Spring 2	Summer 2
<b>Non-Linear Time Sequences:</b> Choose at least one of the following	<b>Complexity of Plot/Symbol:</b> Choose at least one of the following	<b>Complexity of the Narrator:</b> 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	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 A Monster Calls - Patrick Ness - 240 pages	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
<b>Award winners:</b> Suggested texts if ones above are finished. Use <a href="https://www.lovereadings4kids.co.uk/">lovereadings4kids</a> to choose books as well.	<b>Award winners:</b> Suggested texts if ones above are finished. Use <a href="https://www.lovereadings4kids.co.uk/">lovereadings4kids</a> to choose books as well.	<b>Award winners:</b> Suggested texts if ones above are finished. Use <a href="https://www.lovereadings4kids.co.uk/">lovereadings4kids</a> 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) <a href="https://www.lovereadings4kids.co.uk/">https://www.lovereadings4kids.co.uk/</a>	River Boy - Tim Bowler - 135 pages (Carnegie Medal) No Ballet Shoes in Syria - C Bruton - 272 pages (BAMG Award 19) <a href="https://www.lovereadings4kids.co.uk/">https://www.lovereadings4kids.co.uk/</a>	The Bombs that brought us together - B Conaghan - 320 pages (Cost award 16) <a href="https://www.lovereadings4kids.co.uk/">https://www.lovereadings4kids.co.uk/</a>
<b>Poetry:</b> Learn one of the poems to recite and perform	<b>Poetry:</b> Learn one of the poems to recite and perform	<b>Poetry:</b> Learn one of the poems to recite and perform
A Ballad of London - Richard Le Gallienne - 1866 In Flanders Fields - John McCrae - 1915	The Listeners - Walter de La Mare - 1912 Topsy Turvy World - William Brightly Rands - 1871	Daffodils - William Wordsworth - 1807 Dulce et Decorum Est - Wilfred Own - 1920
<b>Non Fiction:</b> Books that contain facts (use extracts)	<b>Non Fiction:</b> Books that contain facts (use extracts)	<b>Non Fiction:</b> Books that contain facts (use extracts)
Pets and their famous humans - Ana Gallo Little People, Big Dreams by Maria Isabel Sanchez Vegara where appropriate	Chinglish: An almost entirely true story - Sue Cheung Little People, Big Dreams by Maria Isabel Sanchez Vegara where appropriate	What is politics? Why should we care and other big questions - Michael Rosen Little People, Big Dreams by Maria Isabel Sanchez Vegara where appropriate

