

English LTP – Upper Key Stage 2

Year 5/6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A	North America (maps, trade and biomes).	Anglo Saxons and Vikings	Anglo Saxons and Vikings	North America (rivers, earthquakes and volcanoes)	Fieldwork – Benin (rivers)	Benin
Texts	N/A	Darwin’s Dragons	Beowulf	Holes	The Listeners (poetry)	Narnia: The Voyage of the Dawn Treader
Text Types	• Handwriting • Basic sentence construction (grammar) • Alan Peat sentence structures	• Description (the creatures / the island) • Explanation text including instructions (How to survive on an island) • Recount diary (the day Syms discovers the skeleton)	• Present tense description (the mead hall scene) • Dialogue in narrative (Beowulf’s address) • Instructions (How to defeat the monster)	• Incident report (Stanley’s crime) • Non-chronological report (Yellow-spotted lizards, scorpions, rattlesnakes) • Persuasive letters (to close CGL)	• Suspense description (the abandoned building) • Suspense stories	• Narrative (portal stories) • Persuasive leaflets (Advertising a place)
Year 5 objectives	Handwriting • Produce joined legible handwriting. • Maintaining legibility, fluency and speed in handwriting through choosing whether to join specific letters. Basic sentence construction • Use capital letters, full stops, question marks, exclamation marks to demarcate sentences. • Use commas in a list. • Use commas for clarity mostly correctly • Know and use the following word classes: nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, determiners. Alan Peat sentence structures • Make some correct use of colons, semi-colons, and dashes.	Description • Describe setting, character and/or atmosphere. • Use adverbials of time, place or number to build cohesion. • Use pronouns to avoid repetition and build cohesion. • Use alliteration, onomatopoeia and metaphors to create effect. • Use brackets, commas and dashes to punctuate parenthesis. • Use past tense correctly and consistently throughout a piece of writing. • Use commas for clarity Explanation / instructions • Use simple devices such as bullet points and sub-headings to structure non-fiction writing. • Use conjunctions to build cohesion and vary sentence length. • Use modal verbs to suggest degrees of possibility. • Use adverbials of time, place or number to build cohesion. • Use relative clauses beginning with who, which, where, when, whose or that. Recount diary • Use first person correctly and consistently through a piece of writing.	Description • Describe setting, character and/or atmosphere. • Use adverbials of time, place or number to build cohesion. • Use pronouns to avoid repetition and build cohesion. • Use brackets, commas and dashes to punctuate parenthesis. • Use present tense correctly and consistently throughout a piece of writing. • Making some correct use of hyphens e.g. high-spirited, quick-witted, word-of-mouth Dialogue in Narrative • Describe setting, character and/or atmosphere. • Integrate dialogue in narrative to advance the action. • Use contracted forms in dialogue. • Use inverted commas to punctuate speech. Instructions • Use simple devices such as bullet points and sub-headings to structure non-fiction writing. • Use conjunctions to build cohesion and vary sentence length. • Use modal verbs to suggest degrees of possibility.	Incident report • Use simple devices such as bullet points and sub-headings to structure non-fiction writing. • Use adverbs (such as perhaps /surely) to indicate degrees of possibility. • Use brackets, commas and dashes to punctuate parenthesis. • Use past tense correctly and consistently throughout a piece of writing. Non-chronological report • Use simple devices such as bullet points and sub-headings to structure non-fiction writing. • Use relative clauses beginning with who, which, where, when, whose or that. • Use brackets, commas and dashes to punctuate parenthesis. Persuasive letters • Use modal verbs to suggest degrees of possibility. • Use rhetorical questions.	Suspense description • Describe setting, character and/or atmosphere. • Use adverbials of time, place or number to build cohesion. • Use pronouns to avoid repetition and build cohesion. • Use alliteration, onomatopoeia and metaphors to create effect. • Use brackets, commas and dashes to punctuate parenthesis. • Use past tense correctly and consistently throughout a piece of writing. Suspense stories • Describe setting, character and/or atmosphere. • Use alliteration, onomatopoeia and metaphors to create effect. • Integrate dialogue in narrative to advance the action. • Use contracted forms in dialogue. • Use inverted commas to punctuate speech.	Narrative • Describe setting, character and/or atmosphere. • Integrate dialogue in narrative to advance the action. • Use contracted forms in dialogue. • Use inverted commas to punctuate speech. Persuasive leaflets • Use simple devices such as bullet points and sub-headings to structure non-fiction writing. • Use modal verbs to suggest degrees of possibility. • Use conjunctions to build cohesion and vary sentence length. • Use adverbs (such as perhaps /surely) to indicate degrees of possibility. • Use rhetorical questions.



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		• Use past tense correctly and consistently throughout a piece of writing. • Use apostrophes for contracted form. • Use rhetorical questions.	• Use adverbials of time, place or number to build cohesion. • Use relative clauses beginning with who, which, where, when, whose or that.			
Year 6 objectives	Handwriting • Produce joined legible handwriting. • Maintaining legibility, fluency and speed in handwriting through choosing whether to join specific letters. Basic sentence construction • Use capital letters, full stops, question marks, exclamation marks to demarcate sentences. • Use commas in a list. • Use commas for clarity mostly correctly • Know and use the following word classes: nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, determiners. Alan Peat sentence structures • Make correct use of colons, semi-colons, and dashes.	Description • Describe setting, character and/or atmosphere using language to consciously engage the reader. • Use adverbials of time, place or number to build cohesion. • Use pronouns to avoid repetition and build cohesion. • Use alliteration, onomatopoeia, similes and metaphors to create effect. • Use brackets, commas and dashes to punctuate parenthesis. • Use expanded noun phrases to convey complicated information concisely. • Use past tense correctly and consistently throughout a piece of writing. Explanation / instructions • Use simple devices such as bullet points and sub-headings to structure non-fiction writing. • Use conjunctions to build cohesion and vary sentence length. • Use modal verbs to suggest degrees of possibility. • Use adverbials of time, place or number to build cohesion. • Use relative clauses beginning with who, which, where, when, whose or that. • Use direct address. Recount diary • Use first person correctly and consistently through a piece of writing. • Use past tense correctly and consistently throughout a piece of writing. • Use apostrophes for contracted form. • Use direct address.	Description • Describe setting, character and/or atmosphere using language to consciously engage the reader. • Use adverbials of time, place or number to build cohesion. • Use pronouns to avoid repetition and build cohesion. • Use brackets, commas and dashes to punctuate parenthesis. • Use expanded noun phrases to convey complicated information concisely. • Use present tense correctly and consistently throughout a piece of writing. • Making some correct use of hyphens e.g. high-spirited, quick-witted, word-of-mouth Dialogue in Narrative • Describe setting, character and/or atmosphere using language to consciously engage the reader. • Integrate dialogue in narrative to advance the action and convey character. • Use contracted forms in dialogue. • Use inverted commas to punctuate speech. Instructions • Use simple devices such as bullet points and sub-headings to structure non-fiction writing. • Use conjunctions to build cohesion and vary sentence length. • Use modal verbs to suggest degrees of possibility. • Use adverbials of time, place or number to build cohesion. • Use passive verbs to affect how information is presented.	Incident report • Use simple devices such as bullet points and sub-headings to structure non-fiction writing. • Use adverbs (such as perhaps /surely) to indicate degrees of possibility. • Use brackets, commas and dashes to punctuate parenthesis. • Use first person correctly and consistently through a piece of writing. • Use past tense correctly and consistently throughout a piece of writing. Non-chronological report • Use simple devices such as bullet points and sub-headings to structure non-fiction writing. • Use relative clauses beginning with who, which, where, when, whose or that. • Use expanded noun phrases to convey complicated information concisely. • Use brackets, commas and dashes to punctuate parenthesis. • Use passive verbs to affect how information is presented. Persuasive letters • Use formal language and expanded form to write for formal purposes. • Use modal verbs to suggest degrees of possibility. • Use direct address. • Use the subjunctive form in formal writing.	Suspense description • Describe setting, character and/or atmosphere using language to consciously engage the reader. • Use adverbials of time, place or number to build cohesion. • Use pronouns to avoid repetition and build cohesion. • Use alliteration, onomatopoeia, similes and metaphors to create effect. • Use brackets, commas and dashes to punctuate parenthesis. • Use expanded noun phrases to convey complicated information concisely. • Use past tense correctly and consistently throughout a piece of writing. Suspense stories • Describe setting, character and/or atmosphere using language to consciously engage the reader. • Use alliteration, onomatopoeia, similes and metaphors to create effect. • Integrate dialogue in narrative to advance the action and portray character. • Use contracted forms in dialogue. • Use inverted commas to punctuate speech.	Narrative • Describe setting, character and/or atmosphere using language to consciously engage the reader. • Integrate dialogue in narrative to advance the action and convey character. • Use contracted forms in dialogue. • Use inverted commas to punctuate speech. Persuasive leaflets • Use simple devices such as bullet points and sub-headings to structure non-fiction writing. • Use modal verbs to suggest degrees of possibility. • Use conjunctions to build cohesion and vary sentence length. • Use direct address. • Use adverbs (such as perhaps /surely) to indicate degrees of possibility.

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					• Use relative clauses beginning with who, which, where, when, whose or that. • Use direct address.							
Year 5 Spellings spelling many words correctly* (year 5 and 6) spelling words with silent letters	Words ending in ‘-tious’ and ‘-ious’ Words ending in ‘-cious’	Words ending in ‘-cial’ Words ending in ‘-tial’ Words ending in ‘-cial’ and ‘-cial’	Words ending in ‘-ant’ Words ending in ‘-ance’ and ‘-ancy’ Words ending in ‘-ent’ and ‘-ence’	Words ending in ‘-able’ and ‘-ible’ Words ending in ‘-ably’ and ‘-ibly’	Words ending in ‘-able’, where the ‘e’ from the root word remains Words that are adverbs of time Words with suffixes where the base word ends in ‘fer’	Words with ‘silent’ first letters Words with ‘silent’ letters	Words with ‘ie’ after ‘c’ Words where ‘ei’ can make an /ee/ sound	Words where ‘ough’ makes an /or/ sound Words containing ‘ough’ Adverbs of possibility and frequency	Words that are homophones or near homophones Words that are homophones Words that are homophones	Words that are homophones or near homophones Words that are homophones or near homophones	Words with hyphens Challenge words	Revision of spelling patterns learned in Stage 5
Year 6 spellings spell most words correctly* (year 5 and 6) and use a dictionary to check spelling of uncommon words	Challenge words that don’t follow spelling patterns	Challenge words that don’t follow spelling patterns	Challenge words that don’t follow spelling patterns	Words with the short vowel sound /i/ spelled ‘y’ Words with the long vowel sound /igh/ spelled ‘y’	Adding the prefix ‘over-’ Words with the suffix ‘-ful’ Words that can be nouns and verbs	Words with an /oa/ sound spelled ‘ou’ or ‘ow’ Words with a ‘soft c’ spelled ‘ce’ Words with the prefixes ‘dis-’, ‘un-’, ‘over-’ and ‘im-’	Words with the /f/ sound spelled ‘ph’ Words with origins in other countries and languages Words with unstressed vowel sounds	Words with ‘cial’/shul/ after a vowel Words with ‘tial’ Words beginning with ‘acc-’	Words with the suffix ‘-ably’ Words with the suffix ‘-ible’ Words with the suffix ‘-ibly’	Words ending in ‘-ent’ and ‘–ence’ Words ending in ‘-er’, ‘-or’ and ‘-ar’ Adverbs synonymous with determination	Adjectives used to describe Settings Adjectives used to describe Feelings Adjectives to describe characters	Grammar Vocabulary 1 Grammar Vocabulary 2 Mathematical vocabulary
Talk for Reading	Reading domain skills		Pygmy Hippos (Non-chronological report)		The Highwayman (Poetry)		The Red Eye (suspense)		The Witch Fairy (Twisted Tale)		Visit Nevada (Persuasive leaflet)	
Book Spine	Genre – sci-fi / fantasy • The City of Rust • Cogheart (potential T4R)		History topic link – Anglo Saxons and Vikings • Beowulf and the Monster • Anglo Saxon Boy		PSHE link (refugees) • Welcome to Nowhere • The Boy at the Back of the Class		Adventure • The Girl who stole an elephant • Tom’s Midnight Garden		Picture books with morals (1 per day)		History adventure • Wolf Brother • Clockwork	