



UPPER KS2 LONG TERM ENGLISH PLAN 2020-2021

English sits at the heart of our curriculum – it is through language, story and text that children learn to form concepts, connect ideas and express themselves. Through literacy, in all its forms, children learn to both make sense of the world and shape their place within it.

Across both writing and reading, we place a heavy emphasis on developing a child's vocabulary. By the time children leave Westbury Park Primary School in Year 6, the limited word hoard they arrived with in Reception will have expanded enormously, giving them the language they need to understand sophisticated texts and express themselves in a wide range of contexts.

Writing

In all year groups, we teach writing through high-quality texts – ranging from picture books to Shakespeare, immersive real-life experiences, such as school trips, or a combination of both.

Over their time at the school, children will write a variety of fiction and non-fiction texts, including recounts, news reports, explanation texts, poems, plays and stories of all kinds. We use drama, role-play, storytelling and discussion to engage the imagination, before moving on to vocabulary exploration, sentence craft and creative writing.

Throughout the Early Years and Key Stage 1 children are taught the key principles of writing in order to lay a solid foundation for developing their skills later on, in this time Talk for Writing models are used in order for the children to be fully immersed in different text types. An emphasis is also placed on developing clear handwriting which is continued throughout KS2. Building on their knowledge of phonics, the children are given precision guidance on age-appropriate spelling patterns and shown a variety of strategies to navigate the more esoteric environs of the English language, thus helping them to spell accurately. In upper KS2, there is a move away from a strict Talk for Writing approach allowing for the children to hone their craft in a more independently creative context. Our curriculum teaches the children to add variation and description to their work by developing their vocabulary, including the use of interesting adjectives and adverbs and developing sentence structure using conjunctions and sentence openers. By the end of Key Stage 2 children have been taught the fundamentals of punctuation and grammar. This structural and technical knowledge is fostered alongside developing a love for writing as a lifelong means for communication and expressing oneself.

Reading

First and foremost, we want all children at Westbury Park School to develop a life-long love of reading. As a result, we approach the teaching of reading from all angles, so as to miss no opportunity to spark a child's interest. Each week, Guided Reading lessons focus on the skills of comprehension, first through unpicking vocabulary, then moving on to unlocking the meaning of 'real' texts through critical appreciation. We encourage children to become active 'word hunters' to constantly seek out meaning in new words and create an atmosphere in class which ensures that these are shared readily and regularly. Also, teachers read a wide variety of written material regularly with the children, fiction and non-fiction, stories, reports, diaries and poems with each year group having access to a range of challenging and interesting novels for the teacher to read to the children, exposing them to language and classic stories which they may find too challenging to read independently. We have a fantastic library where children are able to choose from a carefully selected range of books to read independently, with their teachers and each other. The library is open during lunchtimes for children to change their books and read with and to children of different age groups and has a growing stock of specially edited, dyslexia friendly texts from Barrington Stoke. We also encourage the children to read a range of texts outside of school guiding them to pick ambitious books they might not normally read, including classic texts, non-fiction (linked to their history learning) and poetry., whilst also maintaining those in need of more structured support receive it through a range of reading intervention schemes including Rapid Reading.

Alongside this, we always welcome visiting authors to bring the world of words alive, plan in immersive and cross-curricular literacy weeks and of course celebrate World Book Day in all its glory – one of the highlights of the year!



	Year 5	Year 6
End of Year national curriculum expectations	<p>Reading Apply knowledge of morphology & etymology when reading new words Read & discuss a broad range of genres & texts Identifying & discussing themes Make recommendations to others Learn poetry by heart Draw inference & make predictions Discuss authors' use of language Retrieve & present information from non-fiction texts Formal presentations & debates</p> <p>English Writing Secure spelling, inc. homophones, prefixes, silent letters, etc. Use a thesaurus Legible, fluent handwriting Plan writing to suit audience & purpose Develop character, setting and atmosphere in narrative Use organisational & presentational features Use consistent appropriate tense Proof-reading Perform own compositions</p> <p>Grammar Use expanded noun phrases Use modal & passive verbs Use relative clauses Use commas for clauses</p> <p>Speaking & listening Give well-structured explanations Command of Standard English Consider & evaluate different viewpoints Use appropriate register</p>	<p>Reading Read a broad range of genres Recommend books to others Make comparisons within/across books Support inferences with evidence Summarising key points from texts Identify how language, structure, etc. contribute to meaning Discuss use of language, inc. figurative Discuss & explain reading, providing reasoned justifications for views</p> <p>English Writing Use knowledge of morphology & etymology in spelling Develop legible personal handwriting style Plan writing to suit audience & purpose; use models of writing Develop character & setting in narrative Select grammar & vocabulary for effect Use a wide range of cohesive devices Ensure grammatical consistency</p> <p>Grammar Use appropriate register/ style Use the passive voice for purpose Use features to convey & clarify meaning Use full punctuation Use language of subject/object</p> <p>Speaking & listening Use questions to build knowledge Articulate arguments & opinions Use spoken language to speculate, hypothesise & explore Use appropriate register & language</p>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
YEAR 5 Writing	Descriptive setting Diary entry Character description Persuasive letter	Suspense narrative Information text Winter poetry	Macbeth narrative Newspaper article	Explanation Fantasy narrative	Brochure Poetry	Biography Recipe
YEAR 5 Reading	Over the course of the year, the children will be introduced to a range of text types from a variety of authors from different periods of history, ranging from the historically significant to contemporarily note-worthy. These will form the basis of guided reading sessions, teacher-led discussions and focussed comprehension exercises using a range of resources including Schofield and Sims, Bond, Brilliant and Opening Doors to Famous Poetry and Prose. As a result the children will be encouraged to delve deeper into a range of genres and gain confidence in tackling a variety of question types as the year develops.					



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
YEAR 6 Writing	<p>I am poetry Suspense description</p> <p>Quest story</p> <p>Persuasive letter - the Nashua River</p>	<p>Narrative recount Rock, Paper and Scissors</p> <p>Diary entry The Island</p> <p>Biography of a book character</p>	<p>Description- Narnia</p> <p>Retelling of Rose Blanche in 1st person</p> <p>Newspaper report- first night of the Blitz Persuasive letters from different perspectives- Goodnight Mr Tom</p>	<p>Non fiction information text about an imaginary animal</p> <p>Narrative Continuation of the Explorer</p>	<p>Narrative Poetry The Highwayman</p> <p>Balanced argument</p>	<p>Newspaper report Information text- Honfleur</p>
YEAR 6 Reading	<p>List of resources that we use...</p> <p>Deepening Understanding Rising stars More able CGP practice tests</p>					

Upper Key Stage 2	Year 5	Year 6
Phonics	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.
Trips/ enrichment and speakers	<p>SS Great Britain</p> <p>Victorian day</p> <p>We the curious</p> <p>Shakespeare Rocks</p> <p>India day</p> <p>Osmington Bay</p>	
CPD		
Cross Curricular		
Assessment		