Corporation Road Community Primary School
English LTP 2021-2022

English: Year 5/6B

Vision: We believe that reading, writing and verbally communicating are key life skills. Language unlocks the curriculum and is essential for success across all subjects. Through our English curriculum, we develop the skills and knowledge that will enable children to communicate effectively and creatively, through spoken and written language and equip them with the skills needed to become lifelong learners. We want our children to enjoy and appreciate literature and its rich variety. Children will access a wide range of challenging and language rich texts, which will engage, interest and open the door to both the real world and a world of imagination. They will have opportunities to read together and independently, listen to, share, discuss and write from these texts. Literacy is at the heart of all children's learning. It enables children to communicate with others effectively for a variety of purposes. It also allows them to examine their own and others' experiences, feelings and ideas, giving these order and meaning. It is integral to broadening a child's intellectual, emotional, spiritual, moral and social development.

Domains	Key Concepts	End point
Sentence Structure	• Punctuation • Tense • Sentence Types • Cohesive Devices	Children will have the knowledge and skills required to compose sentences which are grammatically accurate, cohesive and punctuated correctly. They will be able to select and move between sentence structures for impact and effect upon the reader.
Text Structure and Organisation	• Order and Sequence • Conventions • Paragraphs	Children will be able to produce writing which is sequenced and flows. Our children will be able to select and use genre specific conventions within their writing.
Composition and Effect	• Audience • Purpose • Language and vocabulary • Evaluation	Children will be able to write confidently and consistently for a variety of purposes. They will be able to select language for effect and consider the impact upon the reader.

	Autumn 1		Autumn 2			Spring 1			Spring 2		Summer 1		Summer 2		
Genre	Recount	Non-Chronological report	Recount	Discussion	Persuasion	Explanation	Recount	Narrative	Recount	Instructions	Recount	Discussion	Persuasion	Narrative	Poetry
Stimulus	Shackleton's Journey		Shakespeare (Macbeth, Romeo And Juliet)		The Night I Met Father Christmas The Christmas Miracle of Jonathan Toomey	The Heart (Linked to Science)	Highway Man (Narrative Poetry)		Wonder	Recipes (Linked to DT)	The Boy in The Striped Pyjamas Ethel and Ernest		Shakespeare (Julius Caesar)	Lady of Shallot A Whole New World	If

Autumn 1	Autumn 2 (Persuasion)	Autumn 2 (Discussion)	Spring 1	Spring 2	Summer 1	Summer 2
-Secure use of complex sentences and position of clauses, which show an understanding of how to achieve different effects (subordination at the end, then extend to beginning) -Includes sentences containing a range of relative clauses beginning with who, which, where, when, whose, that -Wider range of connectives used to causal relationship between ideas -Sentences include a range modal verbs. -Sentences include a range of adverbs showing degrees of possibility.	-Secure use of complex sentences and position of clauses, which show an understanding of how to achieve different effects. (subordination at the end and beginning) -Includes sentences containing a range of relative clauses beginning with who, which, where, when, whose, that. Wider range of connectives used	-Secure use of complex sentences and position of clauses, which show an understanding of how to achieve different effects. (subordination at the end and beginning) -Sentences varied to express subtleties of meaning, add impact or focus on key ideas. -Word order may be varied for emphasis such as delaying the focus of the sentence -Ellipsis used. -Includes sentences containing **a range** of relative clauses typically begin with relative pronouns who, which, whom, whose, that.	-Secure use of complex sentences and position of clauses, which show an understanding of how to achieve different effects. (subordination end, beginning and extend to embedded) -Includes sentences containing a range of relative clauses beginning with who, which, where, when, whose, that. -Sentences varied to express subtleties of meaning, add impact or focus on key ideas. -Wider range of connectives used to clarify relationship between ideas. -Sentences include a range of adverbs showing degrees of possibility. -Sentences include a range modal verbs. -Colons, semi colons or dash used to mark the boundary between independent clauses.	-Secure use of complex sentences and position of clauses, which show an understanding of how to achieve different effects. -Length and focus of sentences varied and includes embedded subordinate clauses: -Includes sentences containing a range of relative clauses beginning with who, which, where, when, whose, that. -Wider range of connectives used to clarify relationship between ideas. -Sentences varied to express subtleties of meaning, add impact or focus on key ideas. -Colons, semi colons or dash used to mark the boundary between independent clauses. -Where necessary hyphens are used to avoid ambiguity.	-Length and focus of sentences varied and includes embedded subordinate clauses: -Brackets, dashes or commas indicate parenthesis. -Colons, semi colons or dash used to mark the boundary between independent clauses. -Where necessary hyphens are used to avoid ambiguity. -Sentences varied to express subtleties of meaning, add impact or focus on key ideas. -Use of the colon to introduce a list and use of semi-colons within lists. -Ellipsis used.	-Sentences varied to express subtleties of meaning, add impact or focus on key ideas. -Length and focus of sentences varied and includes embedded subordinate clauses:

Col 1	Col 2	Col 3	Col 4	Col 5	Col 6	Col 7	Col 8
		to causal relationship between ideas. -Use of the passive voice to affect the presentation of information in a sentence.	-Wider range of connectives used to clarify relationship between ideas.		-Use of the passive to affect the presentation of information in a sentence.		
Recount -Structure or features of the recount such as the opening and resolution contribute to the shape and meaning of the whole text and are logically linked. **Non-Chronological Reports** -The report details and logically describes elements in the natural social or technological phenomenon. -Layout appropriate – sub-headings, bullets and diagrams or tables. -Introductory phrases used consistently to start new sections and paragraphs. -Ideas across paragraphs are linked using a wide range of cohesive devices, repetition of a word or phrase, or grammatical connections.	**Recount** -Ideas organised into a planned coherent set of paragraphs, which are varied in length and structure and the overall direction of the text is supported by clear links between paragraphs. -Ideas across paragraphs are linked using a wide range of cohesive devices, repetition of a word or phrase, or grammatical connections. **Discussion** -Discussion text clearly sets out the statement of the issue plus a preview of the main arguments. -The discussion clearly addresses the topic under discussion by presenting a balanced viewpoint focusing on relevant points for and against and uses evidence and reasons to elaborate and support, which attempts to show a fairness to both sides. -Conclusion gives a summary of both sides of the discussion and a clear reason for what has been decided. **Persuasion** -Persuasive writing clearly sets out the statement of the issue plus a preview of the main arguments. -The persuasive writing clearly addresses the topic under discussion by presenting a counter-argument then gets the reader on side by presenting a series of clear points supported by evidence and persuasive comments. -Conclusion gives a summary of the issue and, where relevant, both sides of the discussion and a clear reason for what has been decided. -Introductory phrases used consistently to start new sections and paragraphs.	-Text clearly explains the sequence, cause or theoretical understanding of a phenomenon or event. -The purpose provides logical, time related information to explain and describe events happening in our world. -Logically describes the stages. -Layout: sub-headings, bullets and diagrams or tables. -Introductory phrases used consistently to start new sections and paragraphs. Ideas across paragraphs are linked using a wide range of cohesive devices, repetition or grammatical connections.	**Recount** -Paragraphs manipulated in a variety of ways for example the use of a pronoun reference to create deliberate ambiguity or build suspense in the mind of the reader until later in the text. **Narrative** -Structure or features of the story such as the opening and resolution contribute to the shape and meaning of the whole text and are logically linked. -Ideas organised into a planned coherent set of paragraphs, which are varied in length and structure and the overall direction of the text is supported by clear links between paragraphs.	**Recount** -Ideas organised into a planned coherent set of paragraphs, which are varied in length and structure and the overall direction of the text is supported by clear links between paragraphs. -Ideas across paragraphs are linked using a wide range of cohesive devices, repetition of a word or phrase, or grammatical connections. -Paragraphs manipulated in a variety of ways for example the use of a pronoun reference to create deliberate ambiguity or build suspense in the mind of the reader until later in the text. **Instructions** -Consistent informative style with some explanation, unless style adopted is deliberately minimum for example short direct bullet points. -Layout appropriate – sub-headings, bullets and diagrams or tables (where necessary). -Introductory phrases used consistently to start new sections and paragraphs. -Ideas across paragraphs are linked using a wide range of cohesive devices. -Word order may be varied for emphasis such as delaying the focus of the sentence.	**Recount** -Ideas organised into a planned coherent set of paragraphs, which are varied in length and structure and the overall direction of the text is supported by clear links between paragraphs. -Ideas across paragraphs are linked using a wide range of cohesive devices, repetition of a word or phrase, or grammatical connections. -Paragraphs manipulated in a variety of ways for example the use of a pronoun reference to create deliberate ambiguity or build suspense in the mind of the reader until later in the text. **Discussion** =Introductory phrases used consistently to start new sections and paragraphs. Ideas across paragraphs are linked using a wide range of cohesive devices	**Persuasion** -Ideas across paragraphs are linked using a wide range of cohesive devices. **Narrative** -Paragraphs manipulated in a variety of ways for example the use of a pronoun reference to create deliberate ambiguity or build suspense in the mind of the reader until later in the text. -Chronological sequence of plot may be disrupted for effect. --Ideas across paragraphs are linked using a wide range of cohesive devices.	-Ideas across paragraphs are linked using a wide range of cohesive devices, repetition of a word or phrase, or grammatical connections. Paragraphs manipulated in a variety of ways for example the use of a pronoun reference.
Recount -Use adverbials. **Non-Chronological Reports** -Purpose of writing clear for reader to achieve -Report shows clear sense of audience. -Formal tone of address and impersonal voice established and largely maintained in an attempt to make the audience feel **or** informal tone used to add humor and interest the reader. -Imaginative detail and precise vocabulary included for effect, for example to engage as well as to inform. -Precise, factual description. -Uses expanded noun phrases. -Use adverbials.	**Recount** -Uses adverbials. -Uses expanded noun phrases. **Discussion** -The purpose of the discussion is clear to the reader. -Discussion shows clear sense of audience. -Imaginative detail and precise vocabulary included for effect, for example to engage as well as to inform. -Uses expanded noun phrases. **Persuasion** -The purpose of the persuasion is clear to the reader, to put forward facts and evidence to support a viewpoint. -Uses a wide range of persuasive devices. -Persuasive writing shows clear sense of audience. -Imaginative detail and precise vocabulary included for effect. -Uses expanded noun phrases.	-Purpose of writing is clear. -Shows clear sense of audience. -Formal or informal tone of address and impersonal voice established and largely maintained. -Imaginative detail and precise vocabulary included for effect, for example to engage as well as to inform. -Precise, factual description. -Uses adverbials. -Uses expanded noun-phrases.	**Recount & Narrative** -Uses adverbials. -Uses a range of expanded noun-phrases. -Imaginative detail and precise vocabulary included for effect, for example to engage as well as to inform. -Uses simile. -Uses Metaphor. -Uses personification. -Viewpoint well controlled. -Uses metaphor. -Uses personificationCreate a setting by: using expressive or figurative language. -More complex development of main characters through description, action and dialogue. -Viewpoint well controlled, for example, selection of detail to encourage reader to sympathise with a particular character. -Purpose of writing is clear and consistently maintained. -Features of narrative clearly established	**Recount** -Uses a range of expanded noun-phrases. -Imaginative detail and precise vocabulary included for effect, for example to engage as well as to inform. -Uses simile. -Uses Metaphor. -Uses personification. -Viewpoint well controlled. -Appropriate choices are made between the use of Standard English, colloquialism and dialect**.** -Purpose of writing is clear and consistently maintained. -Features of recount clearly established. -Appropriate style clearly established to maintain the reader's interest throughout. **Instructions** -Formal tone of address and impersonal voice established and largely maintained in an attempt to help reader or informal tone used to add humor and interest the reader. Imaginative detail and precise vocabulary included for effect, for example to engage as well as to inform. -Precise, factual description. -Uses adverbials. -Expanded noun-phrases.	**Recount** -Uses a range of expanded noun-phrases. -Imaginative detail and precise vocabulary included for effect, for example to engage as well as to inform. -Uses simile. Uses personification. -Viewpoint well controlled. -Appropriate choices are made between the use of Standard English, colloquialism and dialect**.** -Purpose of writing is clear and consistently maintained. -Features of recount clearly established. -Appropriate style clearly established to maintain the reader's interest throughout. **Discussion** -Uses emotive language and rhetorical questions in an attempt to make the audience feel confident in their understanding of the debate and the stance taken by the writer or informal tone used to add humor and interest the reader. -Uses adverbials.	**Persuasion** -Informal tone used to add humor and interest the reader. -Uses adverbials. **Narrative** -Choices in adaptation, for example, withholding of information to build suspense, contribute to overall impact and engage reader interest. -Uses simile. -Uses alliteration. -More complex development of main characters through description, action and dialogue. -Informal tone used to add humor and interest the reader. -Appropriate style clearly established to maintain the reader's interest throughout.	-Uses a range of expanded noun-phrases. -Imaginative detail and precise vocabulary included for effect, for example to engage as well as to inform. -Uses simile. -Uses metaphor. -Uses personification. -Uses alliteration. -Informal tone used to add humor and interest the reader. -Purpose of writing is clear and consistently maintained. -Appropriate style clearly established to maintain the reader's interest throughout.

Ongoing	Construction of clauses grammatically accurate.