


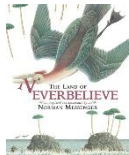

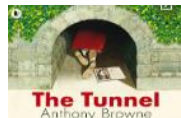









ENGLISH LTP – CYCLE B

Owls Class – Year 5 & 6 – CYCLE B										
Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2
Reading for pleasure class story: The Explorer by Katherine Rundell		Reading for Pleasure class story: The Land of Neverbelieve by Norman Messenger; Kensuke’s Kingdom by Michael Morpurgo;		Reading for Pleasure class story: The Lion, The Witch and The wardrobe by CS Lewis; Tiger, Tiger Burning Bright! – poetry anthology		Reading for Pleasure class story: Rooftoppers by Katherine Rundell; Tiger, Tiger Burning Bright! – poetry anthology		Reading for pleasure class story: When the Sky Falls by Phil Earle		Reading for Pleasure, class story: Once by Maurice Gleitzman
Guided reading texts: The Explorer & non-fiction related to the Ancient Maya. Rain Player by David Wisniewski; instruction texts; non-fiction texts on various aspects of the Ancient Maya		Guided Reading texts: Survivors; Kensuke’s Kingdom; non-fiction texts on extreme weather, earthquakes and tsunamis		Guided reading texts: The Tunnel; The Lion, The Witch and The Wardrobe; Journey Extracts from Coraline & Alice in Wonderland; examples of persuasive writing		Guided Reading texts: Rooftoppers by Katherine Rundell; various texts relating to hotels		Guided reading texts: When the Sky Falls; non-fiction texts relating to WW2; Rose Blanche by Ian McEwan & Roberto Innocenti		Guided Reading texts: You are Awesome by Matthew Syed;Once; non-fiction texts & picture books relating to Sustainability
Ancient Maya		Extreme Earth (Geography)		Topography of the UK		France – a European Study Life Cycle (Science)		Local History study - Cheriton in WW2		Sustainability
WRITING DRIVERS & OUTCOMES										
Learning journey 1	Learning journey 2	Learning journey 1	Learning journey 2	Learning journey 1	Learning journey 2	Learning journey 1	Learning journey 2	Learning Journey 1	Learning Journey 2	Learning Journey 1
		 								 
The Explorer	Rain Player		Kensuke’s Kingdom	The Tunnel	The Lion, the Witch and the Wardrobe	Rooftoppers	Rooftoppers	The Blue Planet	When the Sky Falls	You are Awesome Once
Outcomes: Setting description diary entry	Outcomes: Instructions Cold write diary entry	Outcome: Poetry Description of a fantastical creature Non-chronological report	Outcomes: Haikus & Tanka poetry Narrative story	Outcome: View point - first person recount	Outcomes: setting description narrative dialogue opening for a portal story	Outcomes: Narrative dialogue persuasive brochure	Outcomes: descriptive narrative review formal letter	Outcomes: voiceover	Outcomes: Poetry diary entry inner monologue informal letter	Outcomes: viewpoint narrative recount character description advice guide
Curriculum statements – phase 1				Curriculum statements – phase 2				Curriculum statements – phase 3		
Composition and effect: 5 Note and develop initial ideas, drawing on reading and research where necessary 5 Identify audience for, and purpose of, the writing				Composition and effect: 5 Choose the appropriate register for the audience and purpose (formal or informal)				Composition and effect: 5 Editing sentences by either expanding or reducing for meaning and effect		

<p> 5 Select the appropriate form and use other similar writing as models for their own 5 Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning 5 Evaluate and edit by assessing the effectiveness of their own and others' writing 5 Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 5 Use expanded noun phrases to convey complicated information concisely 5 Use a range of devices to build cohesion within and across paragraphs 6 Note and develop initial ideas, drawing on reading and research where necessary 6 Identify the audience for and purpose of the writing 6 Select the appropriate form and use other similar writing as models for their own 6 Evaluate and edit by assessing the effectiveness of their own and others' writing 6 Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 6 Use adverbs, prepositional phrases and expanded noun phrases effectively for qualification and precision </p> <p>Sentence structure:</p> <p> 5 Make deliberate choices of sentence length and structure for impact on the reader 5 Fronted prepositional phrases for greater effect 5 Throughout the stormy winter ... 5 Far beneath the frozen soil ... 6 Use a wide range of clause structures, sometimes varying their position within the sentence 6 Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse / the window in the greenhouse was broken 6 Use the structures typical of informal speech e.g. the use of question tags: He's your friend, isn't he? 6 Use the structures appropriate for formal speech and writing e.g. subjunctive forms such as If I were or Were they to come </p> <p>Text structure and organisation:</p> <p> 5 Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining 5 Produce internally coherent paragraphs in logical sequence e.g. posing rhetorical questions which are answered in the main paragraph with main ideas elaborated by subsequent sentences 6 Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining, columns, tables 6 Draft and write by using a wide range of devices to build cohesion within paragraphs 6 Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, grammatical connections (tense choice/ adverbials) and ellipsis </p> <p>Transcription:</p> <p> 5 Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 5 Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary 5 Use a thesaurus 6 Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 </p>	<p> 5 Viewpoint is established and generally maintained 5 Use figurative language such as similes, alliteration, metaphors and personification in poetry 6 In narratives, describe settings, characters and atmosphere 6 Integrate dialogue to convey character and advance the action 6 Use figurative language such as similes, alliteration, metaphors and personification in a range of writing 6 Select verb forms for meaning and effect e.g. deliberate change of tense 6 Exercise an assured and conscious control over levels of formality, through manipulating grammar and vocabulary to achieve this </p> <p>Sentence structure:</p> <p> Choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue, quotes in reports Use a wide range of clause structures, sometimes varying their position within the sentence </p> <p>Text structure and organisation:</p> <p>As phase 1</p> <p>Transcription:</p> <p> 5 Use further prefixes and suffixes and understand the guidance for adding them e.g. - dis-, 'de-', 'mis-', 'over-' and 're-' 5 Spell some words with 'silent' letters 6 Use further prefixes and suffixes and understand the guidance for adding them 6 Spell some words with 'silent' letters </p> <p>Handwriting:</p> <p>Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task</p>	<p> 5 Content is balanced e.g. between action/ description/ dialogue, fact and comment 6 Select synonyms accurately for effect rather than as an alternative for an original word </p> <p>Sentence structure:</p> <p>As phase 1 and 2</p> <p>Text structure and organisation:</p> <p>Use a wide range of devices to build cohesion within paragraphs</p> <p>Transcription:</p> <p> 5 Continue to distinguish between homophones and other words which are often confused 6 Continue to distinguish between homophones and other words which are often confused </p> <p>Handwriting:</p> <p>As phase 1 and 2</p>
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<p>6 Use dictionaries to check the spelling and meaning of words</p> <p>6 Use a thesaurus</p> <p>6 Recognise how words are related by meaning as synonyms and antonyms</p> <p>Handwriting:</p> <p>5 Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>6 Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>6 Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task</p>				
	Grammar to be taught		Grammar to be taught	Grammar to be taught
	See Hampshire English Team Curriculum Phase Expectations document – phase 1		See Hampshire English Team Curriculum Phase Expectations – phase 2	See Hampshire English Team Curriculum Phase Expectations – phase 3