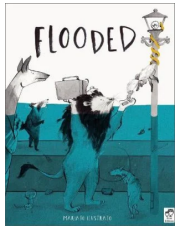
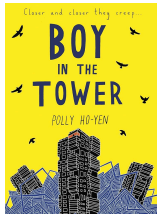
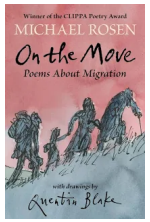
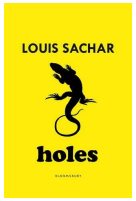
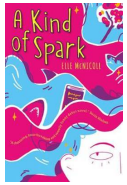
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English Overview UKS2 2025/26

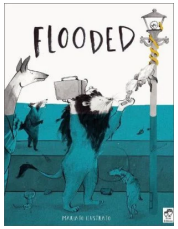
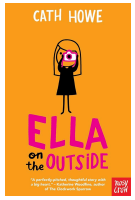
	Character Waypoints: Teamwork, Problem Solving	Suspense	Dystopian Narrative	Graphic novels	Poetry	Identity	Switching perspectives
Year 5	Whole School Text 	**Possible writing outcomes** Alternative ending Character description Portal story Suspense	**Possible writing outcomes** Newspaper report Dilemma Explanation text	**Possible writing outcomes** Character backstory Dialogue expansion Comic strip First person narrative	**Possible writing outcomes** Palindrome poem Letter Interview Application form Questionnaire Monologue	**Possible writing outcomes** Flashback narrative Character profile Internal monologue Persuasive leaflet Non-chronological report Freedom poem	**Possible writing outcomes** Recount from Scottish Witch Trials Information text Flashback Letter Build up / climax of narrative
		Core text - Coraline by Neil Gaiman 	**Core text -** Boy in the Tower by Polly Ho Yen 	**Core text -** Lightfall by Tim Probert 	**Core text -** On the Move by Michael Rosen 	**Core text -** Holes by Louis Sachar 	**Core text -** A Kind of Spark by Elle McNicoll 
		Complementary texts (classic novels) Alice in Wonderland, Hansel and Gretel	**Complementary texts** The Last Wild by Piers Torday, The Promise by Nicola Davies, Grow: A first guide to plants and how to grow them by Rizanino Reyes	**Complementary texts** Lightfall 2 and Lightfall 3, Beano, Marvel comics	**Complementary texts** The Arrival by Shaun Tan, Refugees by Brian Bilston, Choose Love by Nicola Davis	**Complementary texts** The Highwayman by Alfred Noyes There's a Boy in the Girls' Bathroom by Louis Sachar	**Complementary texts** Can you see me? By Libby Scott, The Girl who Drank the Moon by Kelly Barnhill

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By the end of Year 5	
Reading KPIs	• I can apply my growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words • I can read a wide range of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • I can check that the book makes sense to me and discuss and explore the meaning of words in context • I can summarise the main in a text and identify key details that support the main ideas (I can say how I know) • I can retrieve, record and present information from non-fiction (produce fact files, reports etc) • I can take part in discussions about books that are read to me and those that I read independently • I can justify my views about a book (give examples or use quotes)
Writing KPIs	• I can write for a range of purposes and audiences confidently. • I can describe the setting, characters and atmosphere to consistently engage the reader. • I can begin to use dialogue to convey character and action. I can proof read to improve longer passages. (E.g. By removing unwanted repetition). • I can use commas to clarify meaning. • I can use devices to build cohesion within a paragraph consistently and accurately e.g. then, after that, this, firstly. • I can use relative clauses with relative pronoun. • I can use parenthesis: brackets, dashes or a pair of commas • I can spell many words from the Y5/6 word statutory word lists. • I can spell many homophones. • I can use consistently joined handwriting.

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	Character Waypoints: Teamwork, Problem Solving	Mystery	Values: Respect, Courage and Integrity	Contemporary	Classic Literature	Change
Year 6	Whole School Text 	**Possible writing outcomes** Flashback Missing scene Alternative ending Balanced argument	**Possible writing outcomes** Persuasive letter Biography Information text (Windrush)	**Possible writing outcomes** Character / setting description Informal letter Playscript	**Possible writing outcomes**	**Possible writing outcomes** Narrative Personal reflections Poetry Formal debate Biography Speech Author letter
		Core text - When Life Gives You Mangoes by Kereen Getten 	**Core text -** Freedom by Catherine Johnson 	**Core text -** Ella on the Outside by Cath Howe 	**Core text -** Tom's Midnight Garden graphic by Phillipa Pearce 	**Core text -** The Final Year by Matt Goodfellow 
		Complementary texts The Island by Armin Greden The Journey by Frencesca Sanna	**Complementary texts** Black and British by David Olusoga, Little Leaders Bold Women in Black History	**Complementary texts** The Song from Somewhere Else by A F Harrold, Running on Empty by S E Durrant	**Complementary texts** Tom's Midnight Garden classic	**Complementary texts** Crossover by Kwame Alexander, Poems the Wind Blew In by Karmelo C. Iribarren

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<table>
<tr><th colspan="2"><u>By the end of Year 6</u></th></tr>
<tr><td>Reading KPIs</td><td>

I can apply my growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words
I can read a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
I can check that a book makes sense to me, discuss my understanding with others and explore the meaning of words in context
I can summarise the main ideas in a text and identify the key details that support the main ideas
I can retrieve, record and present information from non-fiction (eg fact-files or reports)
I can take part in discussions about books that are read to me and those that I read independently
I can justify and give evidence for my views about a book

</td></tr>
<tr><td>Writing KPIs</td><td>

write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
in narratives, describe settings, characters and atmosphere
integrate dialogue in narratives to convey character and advance the action
select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
use verb tenses consistently and correctly throughout their writing
use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
• spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
maintain legibility in joined handwriting when writing at speed.

<table>
<tr><td>• Brackets ( )</td><td>• Hyphen -</td><td>• Dash/es -</td><td>• Commas for clarity ,</td><td>• Question ?</td></tr>
<tr><td>• Exclamation !</td><td>• Colon to introduce a list :</td><td>• Semi-colons for lists ;</td><td>• Inverted commas “Hi!”</td><td>• Commas for lists ,</td></tr>
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