



# Hawley Primary School


## Year 5 and 6 Long-Term Overview

Cycle A 2025-2026

Cycle A 2025-2026						
Topic Title	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Reach for the stars	Our Heroes	Oh Maya!	Boom!	Eureka!	
Spellings	Year 6 Term 1A 1. Ambitious synonyms 2. Homophones and near homophones/ nouns that end in -ce/cy/ verbs that end in -se/-sy 3. Adjectives ending in -ant into nouns ending in -ance/-ancy 4. Adjectives ending in -ent into nouns ending in -ence/-ency 5. Hyphens to join a prefix ending in vowel to roots beginning in a vowel 6. Hyphens to join compound adjectives to avoid ambiguity 7. Review week	Year 6 Term 1B 1. Words ending in -able 2. Words ending in -ible 3. Words ending in -ably 4. Word families based on common words 5. Word families based on common words 6. Creative diminutives using prefix micro- or mini- 7. Review week	Year 6 Term 2A 1. Adding suffixes to words ending in -fer 2. Words with a long /e/ sound spelt 'ie' or 'ei' 3. Words with long /e/ sounds spelt 'ie' or 'ei' 4. Word families based on common words 5. Word families based on common words 6. Statutory 5/6 spellings 7. Review week	Year 6 Term 2B 1. Words with endings which sound like /shuhl/ after a vowel letter 2. Words with endings which sound like /shuhl/ after a consonant letter 3. Words with a 'soft c' spelt /ce/ 4. Word families based on common words 5. Word families based on common words 6. Statutory 5/6 spellings 7. Review week	Year 6 Term 3A 1. Word families based on common words 2. Words that can be nouns and verbs 3. Words that can be nouns and verbs 4. Words with a long /o/ sounds spelt 'ou' or 'ow' 5. Words ending in -ible 6. Words ending in -ibly 7. Review week	Year 6 Term 3B 1.-6. Synonyms and antonyms 7. Review week
Handwriting focus	Explicit teaching with letters at the beginning, middle and end of common words/linked to spelling words  Curly caterpillar letters c a o e s d q g f	Explicit teaching with letters at the beginning, middle and end of common words/linked to spelling words  Ladder letters l l u t j y	Explicit teaching with letters at the beginning, middle and end of common words/linked to spelling words  Robot arms letters r m n h k p b	Explicit teaching with letters at the beginning, middle and end of common words/linked to spelling words  Zigzag monster letters w v x z	Consolidation of all letter types	Consolidation of all letter types

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<p style="text-align: center;">Unit 1</p>	<p>Purpose: To entertain  <b>Form:</b> setting and character description  <b>Text driver:</b> The Darkest Dark  <b>Audience:</b> peers</p>  <p><b>Skills progression:</b>          Vary sentences (simple, compound and complex)          Use fronted adverbials to vary sentences to build cohesion within a paragraph          Discuss choices linked to purpose and audience</p> <p>Vary sentences for effect and clarity          Describe settings, characters and atmosphere          Subjunctive form</p> <p><b>Statutory Word List:</b>          especially, frequently, individual, variety, mischievous</p> <p><b>Linked texts:</b>          The kid who came from space Ross Welford          Interdimensional Explorers Jo Lindley &amp; Lorraine Gregory          Counting on Katherine Dow Phumiruk &amp; Helaine Becker          Spaced Out          Brian Moses &amp; Various Poets &amp; James Carter          A Day in the Life of an Astronaut, Mars and the Distant Stars          Jess Bradley &amp; Mike Barfield</p>	<p>Purpose: to entertain  <b>Form:</b> setting description &amp; short narrative  <b>Text driver:</b> The Christmas Truce, Sainsbury's advert  <b>Audience:</b> 500 words competition</p>  <p><b>Skills progression:</b>          Relative clauses beginning with <i>who / which / where / when</i>          Use inverted commas and other punctuation to indicate direct speech          Discuss choices linked to purpose and audience          Ensure consistent and correct use of tense throughout a piece of writing</p> <p>Use semi-colons, colons or dashes to mark boundaries between independent clauses          Use dialogue to convey character and advance the action          Ensure consistent and correct use of tense throughout a piece of writing</p> <p><b>Statutory Word List:</b>          soldier, foreign, suggest, neighbour</p> <p><b>Linked texts:</b>          Armistice Runner Tom Palmer          The Skylarks' War Hilary McKay          Poppy Field Michael Foreman &amp; Michael Morpurgo          Vlad and the First World War          Kate Cunningham &amp; Sam Cunningham          The Christmas Truce Hilary Robson</p>	<p>Purpose: To entertain  <b>Form:</b> narrative ""  <b>Text driver:</b> Mayan myths and legends for curious kids  <b>Audience:</b> year 5/6 competition judged by head</p>  <p><b>Skills progression:</b>          Vary the position of clauses within a sentence          Use dialogue to convey character          Develop a range of devices to build cohesion within and across paragraphs</p> <p>Use dialogue to convey character and advance the action          Vary sentence length for effect and clarity          Develop a range of devices to build cohesion within and across paragraphs</p> <p><b>Statutory Word List:</b>          sacrifice, achieve, ancient, curiosity, shoulder, symbol, cemetery,</p> <p><b>Linked texts:</b>          Middleworld (Jaguar Stones)          J&amp;P Voelkel          Oh Maya Gods!          Maz Evans          The Curse of the Maya          Andy Loneragan &amp; Johnny Pearce          Time Travel Twins: The Maya Sacrifice          Josh Lacey</p>	<p>Purpose: to inform  <b>Form:</b> letter  <b>Text driver:</b> Shackleton's Journey</p>  <p><b>Audience:</b> Shackleton letter writing competition (teachers to vote and provide Shackleton-themed prizes)</p> <p><b>Skills progression:</b>          Relative clauses beginning with <i>who / which / where / when</i>          Choose the appropriate register – formal and informal</p> <p>Use brackets, dashes or commas for parenthesis          Develop a range of devices to build cohesion within and across paragraphs          Use further organisational and presentational devices to structure text and to guide the reader</p> <p><b>Statutory Word List:</b>          competition, sincerely, explanation, signature, definite(ly), privilege, system</p> <p><b>Linked texts:</b>          Ernest Shackleton (Little People, BIG DREAMS)          by Maria Isabel Sanchez Vegara          Ice Trap!: Shackleton's Incredible Expedition          Meredith Hooper  <i>Survivor Diaries Overboard!</i> by Terry Lynn Johnson  <i>Survivor Diaries: Avalanche!</i> by Terry Lynn Johnson          Alone by Megan E Freeman</p>	<p>Purpose: to entertain  <b>Form:</b> narrative  <b>Text driver:</b> Rock, Paper, Scissors – video  <b>Audience:</b> writing showcase for parents at end of term</p>  <p><b>Skills progression:</b>          Use dialogue to convey character and advance the action          Use a semi-colon to join two related independent clauses          Develop a range of devices to build cohesion within and across paragraphs</p> <p>Use a wide range of sentence structures and manage content effectively through internal punctuation          Select grammar to reflect what the writing requires</p> <p><b>Statutory Word List:</b>          interrupt, persuade, marvellous, pronunciation, immediately, awkward, immediately, communicate, prejudice</p> <p><b>Linked texts:</b>  <i>Rock, Paper, Scissors!</i> – Drew Daywalt &amp; Adam Rex</p>	<p>Purpose: to entertain  <b>Form:</b> Greek myth re-write with a character description  <b>Text driver:</b> Greek Myths by Marcia Williams  <b>Audience:</b> to share with buddies</p>  <p><b>Skills progression:</b>          Use dialogue to convey character and advance the action          Use a semicolon to join two related independent clauses          Develop a range of devices to build cohesion within and across paragraphs</p> <p>Use dialogue to convey character and advance the action          Use a wide range of sentence structures and manage content effectively through internal punctuation          Select grammar to reflect what the writing requires</p> <p><b>Statutory Word List:</b>          Conscious, parliament, interfere,</p> <p><b>Linked texts:</b>          Who Let the Gods Out?          Maz Evans          Percy Jackson and the Lightning Thief          Rick Riordan          Icarus Was Ridiculous          Pamela Butchart &amp; Thomas Flintham          The Corinthian Girl          Christina Balit          She Speaks: The Women of Greek Myths in Their Own Words          Camelia Pham &amp; Honor Cargill-Martin</p>
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Unit 2	<p>Purpose: to inform  <b>Form: non-chronological report</b>  Text driver: Pandora Discovered (video)  Audience: create a Pandora display</p> <p><b>Skills</b></p>  <p><b>progression:</b>  Vary the position of clauses within a sentence  Use brackets for parenthesis  Use a range of devices to build cohesion within a paragraph</p> <p>Vary the position of clauses within a sentence  Use brackets, dashes or commas for parenthesis  Use a colon to introduce a list and punctuate bullet points consistently  Develop a range of devices to build cohesion within and across paragraphs</p> <p><b>Statutory Word List:</b>  temperature, environment, language, category, existence, necessary, sufficient, occupy</p> <p><b>Linked texts:</b>  The Jamie Drake Equation by Christopher Edge.  Cosmic by Frank Cottrell Boyce.  The Cosmic Diary of our Incredible Universe by Tim Peake.  Hidden Figures: The True Story of Four Black Women and the Space Race by Margot Shetterly.</p>	<p>Purpose: to entertain  <b>Form: diary entry</b>  Text driver: Finding Winnie  Audience: seesaw (publish to parents)</p>  <p><b>Skills</b></p> <p><b>progression:</b>  Relative clauses beginning with <i>who / which / where / when</i>  Use inverted commas and other punctuation to indicate direct speech  Discuss choices linked to purpose and audience  Ensure consistent and correct use of tense throughout a piece of writing</p> <p>Use semi-colons, colons or dashes to mark boundaries between independent clauses  Use dialogue to convey character and advance the action  Ensure consistent and correct use of tense throughout a piece of writing</p> <p><b>Statutory Word List:</b>  soldier, foreign, twelfth, familiar, mischievous, desperate, attached, identity, recognise, thorough,</p> <p><b>Linked texts:</b>  See above  The Silver Donkey by Sonya Hartnett  Archie's War by Marcia Williams</p>	<p>Purpose: to persuade  <b>Form: persuasive online blog</b>  Text driver: <a href="#">Bing Videos</a>  Audience: <math>\frac{1}{4}</math> can vote whose place they would prefer to visit</p> <p><b>Skills progression:</b>  Use brackets, dashes or commas for parenthesis  Use further organisational and presentational devices to structure text and to guide the reader</p> <p>Use further organisational and presentational devices to structure text and to guide the reader  Vary the position of clauses within a sentence  Choose the appropriate register – formal and informal  Passive verbs</p> <p><b>Statutory Word List:</b>  Excellent, bargain, guarantee, language, leisure, recommend, queue, restaurant, accommodate</p> <p><b>Linked texts:</b>  <i>Pancho Rabbit and the Coyote</i> – Duncan Tonatiuh  <i>Pablo Remembers</i> – George Ancona  <i>The Woman Who Outshone the Sun</i> – Alejandro Cruz Martinez  <i>Esperanza Rising</i> – Pam Muñoz Ryan</p>	<p>Purpose: to inform  <b>Form: non-chronological report</b>  Text driver: survivors</p>  <p><b>Audience:</b>  showcase to share with all 5/6</p> <p><b>Skills progression:</b>  Develop a range of devices to build cohesion within and across paragraphs  Choose the appropriate register – formal and informal</p> <p>Use brackets, dashes or commas for parenthesis  Develop a range of devices to build cohesion within and across paragraphs  Use further organisational and presentational devices to structure text and to guide the reader</p> <p><b>Statutory Word List:</b>  criticise, determined, equip(ment)(ped), controversy, occur, disastrous, community</p> <p><b>Linked texts:</b>  Ernest Shackleton (Little People, BIG DREAMS)  by Maria Isabel Sanchez Vegara  Ice Trap!: Shackleton's Incredible Expedition  Meredith Hooper  <i>Survivor Diaries Overboard!</i> by Terry Lynn Johnson  <i>Survivor Diaries: Avalanche!</i> by Terry Lynn Johnson  <i>Alone</i> by Megan E Freeman</p>	<p>Purpose: to inform  <b>Form: information page</b>  Text driver: Rock, Paper, Scissors  Audience: writing showcase for parents at end of term</p> <p><b>Skills progression:</b>  Vary the position of clauses within a sentence  Use brackets, dashes or commas for parenthesis  Use further organisational and presentational devices to structure text and to guide the reader  Use a colon to introduce a list</p> <p>Use a wide range of sentence structures and manage content effectively through internal punctuation  Select grammar to reflect what the writing requires</p> <p><b>Statutory Word List:</b>  necessary, physical, communicate, frequently</p> <p><b>Linked texts:</b>  <i>Rock, Paper, Scissors!</i> – Drew Daywalt &amp; Adam Rex</p>	<p>Purpose: to inform  <b>Form: non-chronological report about the Olympics</b>  Text driver: <a href="#">Bing Videos</a>  Audience: new class teacher</p> <p><b>Skills progression:</b>  Vary the position of clauses within a sentence  Use brackets, dashes or commas for parenthesis  Use further organisational and presentational devices to structure text and to guide the reader  Use a colon to introduce a list</p> <p>Use a wide range of sentence structures and manage content effectively through internal punctuation  Select grammar to reflect what the writing requires</p> <p><b>Statutory Word List:</b>  Muscle, amateur, average, government, develop, relevant, community, committee, ancient, physical</p> <p><b>Linked texts:</b>  Mr. Lemoncello's Library Olympics – Chris Grabenstein  MVP: The Gold Medal Mess – David A. Kelly  Gold Medal Winter – Donna Freitas  Kid Olympians: Summer: True Tales of Childhood from Champions and Game Changers – Robin Stevenson  The Story of the Olympic Games</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Unit 3</p>	<p>Purpose: to persuade  <b>Form: letter</b>            Text driver: Pandora            Audience: create a Pandora display</p>  <p><b>Skills progression:</b>            Vary the position of clauses within a sentence            Modal verbs and adverbs to indicate degrees of possibility            Link ideas across paragraphs using adverbials of time/place and number</p> <p>Vary the position of clauses within a sentence            Modal verbs and adverbs to indicate degrees of possibility            Distinguish between the language of speech and writing</p> <p><b>Statutory Word List:</b>            according, unnecessary, apparent, appreciate, immediate, opportunity, lightning</p> <p><b>Linked texts:</b>            The World of Avatar – Joshua Izzo            DK Super Readers: Avatar Explore            Pandora – Feyi Oyesanya</p>	<p>Purpose: to entertain  <b>Form: poetry</b>            Text driver: Dulce et Decorum Est by Wilfred Owen            Audience: national poetry day competition</p>  <p><b>Skills progression:</b>            Vary sentence length (simple, compound and complex)            Discuss choices linked to purpose and audience</p> <p>Vary sentence length (simple, compound and complex)            Discuss choices linked to purpose and audience</p> <p><b>Statutory Word List:</b>            Rhyme, rhythm, soldier, existence, foreign, forty, dictionary</p> <p><b>Linked texts:</b>            Wilfred Owen-poetry  <u><a href="#">First World War Poetry   Famous war poems</a></u>            Poems from the First World War Gaby Morgan</p>	<p>Purpose: to inform  <b>Form: online review</b>            Text driver: WAGOLLS            Audience: teachers to vote on most effective review for a 'trip advisor' golden award</p> <p><b>Skills progression:</b>            Use brackets, dashes or commas for parenthesis            Relative clauses beginning with <i>who / which / where / when</i>            Choose the appropriate register – formal and informal</p> <p>Use brackets, dashes or commas for parenthesis            Develop a range of devices to build cohesion within and across paragraphs</p> <p><b>Statutory Word List:</b>            according, profession, available, vegetable, vehicle, convenience, harass, exaggerate, aggressive, stomach, conscience, communicate, hindrance</p> <p><b>Linked texts:</b>            As above            Me, Frida, and the Secret is the Peacock Ring by Angela Cervantes            What the Moon Saw by Laura Resau            Twin Cities by Jose Pimienta</p>	<p>Purpose: to entertain  <b>Form: narrative</b>            Text driver: Survivors            Audience: showcase to share with all 5/6</p>  <p><b>Skills progression:</b>            Develop a range of devices to build cohesion within and across paragraphs            Choose the appropriate register – formal and informal            Describe settings, characters and atmosphere            Vary sentence length</p> <p>Use dialogue to convey character and advance the action            Describe settings, characters and atmosphere            Use a semicolon to join two related independent clauses</p> <p><b>Statutory Word List:</b>            Nuisance, yacht, criticise, disastrous</p> <p>Ernest Shackleton (Little People, BIG DREAMS)            by Maria Isabel Sanchez Vegara            Ice Trap!: Shackleton's Incredible Expedition            Meredith Hooper            Survivor Diaries Overboard! by Terry Lynn Johnson            Survivor Diaries: Avalanche! by Terry Lynn Johnson            Alone by Megan E Freeman</p>	<p>Purpose: to inform  <b>Form: letter</b>            Text driver: Rock, Paper, Scissors            Audience: writing showcase for parents at end of term</p> <p><b>Skills progression:</b>            Relative clauses beginning with <i>who / which / where / when</i>            Choose the appropriate register – formal and informal            Vary the position of clauses within a sentence            Use brackets, dashes or commas for parenthesis</p> <p>Use a wide range of sentence structures and manage content effectively through internal punctuation            Select grammar to reflect what the writing requires</p> <p><b>Statutory Word List:</b>            Apparent, accompany, appreciate, especially</p> <p><b>Linked texts:</b>            Rock, Paper, Scissors! – Drew Daywalt &amp; Adam Rex</p>	<p>Purpose: to persuade  <b>Form: travel writing blog</b>            Text driver: WAGOLL            Audience: new class teacher</p> <p><b>Skills progression:</b>            Use a semi-colon to join two related independent clauses            Modal verbs and adverbs to indicate degrees of possibility            Distinguish between the language of speech and writing</p> <p>Vary the position of clauses within a sentence            Use a wide range of sentence structures and manage content effectively through internal punctuation            Modal verbs and adverbs to indicate degrees of possibility            Choose the appropriate register – formal and informal</p> <p><b>Statutory Word List:</b>            ancient, excellent, bargain, guarantee, language, leisure, recommend, queue, restaurant, accommodate</p> <p><b>Linked texts:</b>            Time Travel Diaries: Adventure in Athens – Caroline Lawrence            Percy Jackson and the Olympians: The Lightning Thief – Rick Riordan            Icarus Was Ridiculous (from Ancient Greece collections)            Who Let the Gods Out? – Maz Evans</p>
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