

Long Term Year 5 English Planning

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Write to: ENTERTAIN	Write to: INFORM	Write to: ENTERTAIN	Write to: Persuade	Write to: ENTERTAIN	Write to: INFORM
Plot Types/Non-Fiction/Poetry	<ul style="list-style-type: none"> Voyage and Return story Narrative poetry – to begin to understand and use metre 	<ul style="list-style-type: none"> Non-Chronological Report – explanation/balanced argument text Recount – linked to influential historical figure 	<ul style="list-style-type: none"> Rebirth Story Short story writing – a story in a page focussing on concise use of adjectives and dialogue. BBC 500 words Overcoming the Monster 	<ul style="list-style-type: none"> Persuasive article - formal letter to a person of authority. Write and deliver a speech on a topical issue using key features of highly engaging opening, a well-structured argument with several main points and a memorable conclusion 	<ul style="list-style-type: none"> Tragedy Story Ballad Poetry –focus on use of imagery and the sharing of a moral or lesson (ABCB/ABAB 4 lines) 	<ul style="list-style-type: none"> Review of an event To write a chapter for an information book
Texts to support writing	<ul style="list-style-type: none"> Alice in Wonderland The Last Bear Wonderscape Rhythm and Poetry – linked to rap (Karl Nova) 	<ul style="list-style-type: none"> Linked to science curriculum – space (Planetarium and Space Encyclopaedia) Linked to geography curriculum – Liverpool Linked to science – female scientists (Good night Stories for Rebel Girls) 	<ul style="list-style-type: none"> A Christmas Carol Tilly and the Book Wanderers (Pages & Co.) Land of Roar Ship of Shadows 	<ul style="list-style-type: none"> Writing to Miss Porter to persuade her to choose a location for a school trip Speeches by Martin Luther King Jr and Emma Watson Topical – gender/equality issues 	<ul style="list-style-type: none"> Romeo and Juliet Macbeth Use of popular songs 	<ul style="list-style-type: none"> Topical – e.g. Leckhampton Summer Fair, Sports Day, Half Term Holiday Highlights Linked to history curriculum – Mayan's
Reading Texts	Wonder	Escape Room	The Jungle Book	1797 – Freedom If/Charge of the Light Brigade/ Daffodils	The Middler	Me, My Dad and the End of the Rainbow
Text and Plot Type	Complex Narrator Rebirth	Non Linear Voyage and Return	Archaic Quest	Complex Plot Tragedy	Resistant Voyage and Return	Complex Narrator
Linking texts to share	The Elsewhere Emporium The Otherwhere Emporium The Works Poetry	Wonder Mini Series Boys Who Dare to Be Different Women in Science	T&TBW (Sequels)		Truefriend Life and Time of Lonny	The Gugahiem Mystery Golfishboy

		Amazing Muslims who Changed the world				
Spoken Language	<ul style="list-style-type: none"> Listen to, read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction reference books and textbooks. Prepare poems and play to read aloud and to perform, showing understanding through intonation, tone and volume. Discuss and evaluate how authors use language including figurative language, considering the impact on the reader. Ask questions to improve his/her own understanding. Identify and discuss themes and conventions in and across a wide range of writing. Participate in discussions about books that are read to him/her and those that can be read to himself/herself building on his/her own and others' ideas and challenging views courteously. Explain and discuss his/her own understanding of what he/she has read including formal presentations and debates, maintaining a focus on the topic and using notes where necessary. <p>(Note that there are also some maths, science and music based spoken language targets).</p>					
Word Reading	<ul style="list-style-type: none"> Read aloud and understand the meaning of new words that he/she meets linked to the expectation of Year 5 spelling. 					
Reading Comprehension	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> Identifying and discussing themes and conventions in writing. Making comparisons within a book. Preparing poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. Increasing their familiarity with 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. Recommending books that he/she reads by recommending books and giving reasons for their choice. <p>Understanding what he/she reads independently by:</p> <ul style="list-style-type: none"> Checking that the book makes sense to him/her and discussing their understanding and exploring meaning of words in context. Asking questions to improve his/her understanding of complex texts. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence, illustrating these with quotations. In increasingly complex texts by predicting what might happen from details stated and implied. <p>Other:</p> <ul style="list-style-type: none"> Discuss and evaluate how authors use language, including figurative language considering the impact on the reader. Distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction. Participate in discussion about books that are read to him/her and those that can be read for himself/herself building on his/her own and others' ideas and challenging views courteously. 					
Generic Writing Statements (continuous objectives)	<ul style="list-style-type: none"> Plan writing by identifying the audience for the purpose of the writing using similar writing as a model. Plan writing by noting initial ideas, drawing on reading where necessary. Draft and write using appropriate grammar and vocabulary (Use English Appendix 2). Draft and write by précising longer passages. Evaluate and edit by assessing the effectiveness of own and others' writing. 					

	<ul style="list-style-type: none"> • Evaluate and edit by ensuring mostly consistent use of tense. • Ensure correct subject and verb agreement when using singular and plural and when distinguishing between the language of speech and writing. • Proof read for spelling errors linked to spelling statements in Year 5. • Proof read for punctuation errors – brackets, dashes, commas for parenthesis and to clarify meaning. • Perform own compositions using appropriate intonation volume and movement so the meaning is clear. 					
Composition Work	<ul style="list-style-type: none"> • Plan narratives by looking at authors use of setting and characters. • Features of tragedy stories and their common themes and structure. • Draft and write ballad poetry – structure, morals and imagery. 	<ul style="list-style-type: none"> • Begin to choose the right level of formality, considering their audience. • Draft and write by using further organisational and presentational devices to structure text and to guide the reader – headings, bullet points and underlining. 	<ul style="list-style-type: none"> • Draft and write narratives describing setting, character and integrating dialogue to convey character. • To begin to explore differences between formal and informal speech through dialogue – slang, contractions etc. • Explore and draft writing using structure of rebirth stories. • Develop simple plots for short stories. 	<ul style="list-style-type: none"> • Understand and write in the 2nd person. • Recognise the use of hyperbole. • Write and deliver a speech on a topical issue using key features of highly engaging opening, a well-structured argument with several main points and a memorable conclusion. 	<ul style="list-style-type: none"> • Plan narratives that begin to develop atmosphere. • Recognise the difference in formality between direct and indirect speech and begin in to use within their writing. • Recognise narrative poetry and apply features to own drafts of narrative poetry. 	<ul style="list-style-type: none"> • Plan and draft a chapter of an information book applying features of common information books. • Review events displaying an impartial and balanced viewpoint. • Draft a balanced argument which highlights both perspectives.
Sentence Work	<ul style="list-style-type: none"> • Link ideas across paragraphs using adverbials of time, place and number. • Use relative clauses beginning with who, which, where, when, whose, that or when the omitted relative pronoun. • Use ballad structure in poetry. 	<ul style="list-style-type: none"> • Use relative clauses beginning with who, which, where, when, whose, that or when the omitted relative pronoun. 	<ul style="list-style-type: none"> • Draft and write by using cohesive devices to build cohesion within and across sentences and paragraphs e.g. then, after this, firstly. • Ensure correct subject verb agreement when using singular and plural (was/were, have/has). 	<ul style="list-style-type: none"> • Use brackets, dashes and commas for parenthesis. • Use modal verbs for urgency. • Subjunctive form for formal structure – if I were you... • Show an awareness of tone for speech writing depending on target audience. 	<ul style="list-style-type: none"> • Use commas to clarify meaning and avoid ambiguity. • Identify and use metre in narrative poetry. 	<ul style="list-style-type: none"> • Use carefully chosen adverbials to create cohesion e.g. time (later), place (nearby), number (secondly), tense (he had seen her).
Word Work	<ul style="list-style-type: none"> • Use different verb forms mostly accurately with consideration for audience and purpose. • Use expanded noun phrases to convey complicated information concisely. 	<ul style="list-style-type: none"> • Convert nouns and adjectives into verbs using suffixes ate, ise and ify. • Use technical vocabulary. 	<ul style="list-style-type: none"> • Use a thesaurus. • Stripping back lengthy sentences to make them concise for use in short stories. • Use the present perfect form of verbs to mark relationships 	<ul style="list-style-type: none"> • Use superlatives. • Indicate degrees of possibility using adverbs, or modal verbs – might, should, will, must, perhaps, surely. 	<ul style="list-style-type: none"> • Understand verb prefixes – dis, de, mis, over, re. 	<ul style="list-style-type: none"> • Choose precise technical vocabulary for information book. • Choose topical/contextual vocabulary to support balanced

			of time and cause ensuring the consistent and correct use of tense throughout a piece of writing.			arguments and reviews.
Spelling	<ul style="list-style-type: none"> • Spell words with the letter string ough • Words from Appendix 1 • Use the first three or four letters of words to check it for meaning in the dictionary 	<ul style="list-style-type: none"> • Revision of Year ¼ wordlist • Homophones • Year 5/6 word list • Words ending in ious 	<ul style="list-style-type: none"> • <i>Words ending in able and ible</i> • <i>Words ending in ious</i> • <i>Words ending in ably and ibly</i> • <i>Homophones and near homophones</i> 	<ul style="list-style-type: none"> • Year 5/6 words • Silent letters • Words ending in ant and ent • Words ending in ance, ancy, ence, ency 	<ul style="list-style-type: none"> • Prefixes – dis, im, ir, mis, in, il • Converting nouns and adjectives into verbs • Homophones 	<ul style="list-style-type: none"> • Embedding earlier objectives
Handwriting	<ul style="list-style-type: none"> • Write increasingly legibly, fluently and with increasing speed through improving choices of letter shape and deciding whether it should be joined or not to some specific letters. 	<ul style="list-style-type: none"> • Embedding earlier objectives. 	<ul style="list-style-type: none"> • Embedding earlier objectives. 	<ul style="list-style-type: none"> • Embedding earlier objectives. 	<ul style="list-style-type: none"> • Embedding earlier objectives. 	<ul style="list-style-type: none"> • Embedding earlier objectives.
Grammatical Terminology	<ul style="list-style-type: none"> • Relative Pronoun • Relative Clause 	<ul style="list-style-type: none"> • Embedding earlier objectives 	<ul style="list-style-type: none"> • Cohesion 	<ul style="list-style-type: none"> • Modal verb • Parenthesis • Bracket • Dash 	<ul style="list-style-type: none"> • Ambiguity 	<ul style="list-style-type: none"> • Embedding earlier objectives.