



## ENGLISH – Long Term Plan – Year 5

YEAR 5 Using a Power of Reading Teaching Sequence to Create an English Curriculum	<i>Wonder</i>	<i>Shackleton’s Journey by William Grill</i>	<i>Who let the Gods out?</i>	<i>The Journey</i>	<i>Dark Sky Park</i>	<i>The Miraculous Journey of Edward Tulane</i>
Literary Form	Building reading stamina Fiction	Non-fiction	Fiction (Myth and legend)	Picture book	Poetry	Fiction (adventure, fantasy)
Shine a Light Person	Brenda Fisher	Ernest Shackleton	Muhammad Ali		Jaylen Arnold	Vera Wang
<b>Reading: Experience, Knowledge, Skills and Strategies</b>	<ul style="list-style-type: none"><li>Understand increasingly challenging texts through: learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries;</li><li>Making inferences and referring to evidence in the text</li><li>Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension;</li><li>Checking their understanding to make sure that what they have read makes sense;</li><li>Read critically through knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning, recognising a range of poetic conventions and understanding how these have been used;</li><li>Studying setting, plot, and characterisation, and the effects of these.</li></ul>	<ul style="list-style-type: none"><li>Making meaning from illustration and text</li><li>Asking questions and clarifying</li><li>Scanning and close reading</li><li>Predicting, Evaluating and summarizing.</li><li>Visualizing Character comparison</li><li>Looking at language</li></ul>	<ul style="list-style-type: none"><li>Discuss understanding and words in context</li><li>Use questioning improve understanding</li><li>Draw inferences to explore characters’ thoughts, feelings and motives</li><li>Use discussion to build on their own ideas</li><li>Use discussion to explore their understanding</li><li>Scanning and close reading</li><li>Looking at language</li><li>Learning new vocabulary</li></ul>	<ul style="list-style-type: none"><li>Identify themes and conventions and compare these across books they have read</li><li>Discuss words and phrases that capture readers’ interest and imagination and consider how this impacts on the reader</li><li>Draw inferences about characters’ feelings, thoughts, motives and actions, justifying inferences with evidence from the text</li><li>Ask questions to improve their understanding identifying how language, structure and presentation contribute to meaning</li><li>Predict what might happen from details stated and implied.</li></ul>	<ul style="list-style-type: none"><li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li><li>learning a wider range of poetry by heart</li><li>preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li><li>Understand what they read by: asking questions to improve their understanding identifying how language, structure and presentation contribute to meaning</li><li>discussing and evaluating how authors use language, including figurative language, considering the impact on the reader ♣ participating in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously</li></ul>	<ul style="list-style-type: none"><li>Read and discuss an increasingly wide range of fiction, poetry, plays, non fiction and reference books or textbooks.</li><li>Identify and discuss themes and conventions in and across a wide range of writing.</li><li>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li><li>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li><li>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li></ul>

*Make your light shine so others will see the good that you do”*



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<b>Writing: Transcription/Composition</b>	<p>Plan writing by:</p> <ul style="list-style-type: none"><li>• Write accurately, fluently, effectively and at length for pleasure and information through writing for a wide range of purposes and audiences, including well-structured formal expository and narrative essays, stories, scripts, poetry and other imaginative writing, notes and polished scripts for talks and presentations, a range of other narrative and non-narrative texts, including arguments, and personal and formal letters;</li><li>• Summarising and organising material, and supporting ideas and arguments with any necessary factual detail</li><li>• Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form;</li><li>• Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing;</li><li>• Plan, draft, edit and proof-read through: considering how their writing reflects the audiences and purposes for which it was intended;</li></ul> <p>Amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness.</p>	<ul style="list-style-type: none"><li>• Non-fiction explanatory voice</li><li>• Paragraphs to organise idea</li><li>• Debate, dilemma and persuasion: modal verbs, conjunctions, subjunctive</li><li>• Hypotheses and questions – adverbs indicating possibility</li><li>• Descriptive and scientific language – verb prefixes</li><li>• Nouns, pronouns and determiners for cohesion</li><li>• Commas and parenthesis to clarify meaning</li><li>• Punctuation and layout</li></ul>	<ul style="list-style-type: none"><li>• Identify audience and purpose</li><li>• Note and develop initial ideas, drawing on reading</li></ul> <p>Draft and write by;</p> <ul style="list-style-type: none"><li>• Use paragraphs to organise ideas</li><li>• Punctuation, layout and organisation</li><li>• Commas and parenthesis to clarify meaning</li><li>• Using correct tense throughout a piece of writing</li><li>• Using appropriate form of writing</li><li>• Using factual detail</li><li>• Amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness.</li></ul>	<p>Plan writing by</p> <ul style="list-style-type: none"><li>• identifying the audience for and purpose of the writing, selecting the appropriate form</li><li>• Note and develop initial ideas, drawing on reading and research</li></ul> <p>Draft and write by;</p> <ul style="list-style-type: none"><li>• selecting appropriate grammar and vocabulary</li><li>• In narratives, describe settings, characters and atmosphere, integrate dialogue to convey character and advance action</li><li>• Use a range of devices to build cohesion within and across paragraphs</li><li>• Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li><li>• Proof-read for spelling and punctuation errors</li><li>• Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear</li><li>• Select appropriate grammar and vocabulary, and understand how such choices can change and enhance meaning</li></ul>	<p>Plan their writing by:</p> <ul style="list-style-type: none"><li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li><li>• noting and developing initial ideas, drawing on reading and research where necessary</li></ul> <p>Draft and write by:</p> <ul style="list-style-type: none"><li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li><li>• using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li><li>• Evaluate and edit by: assessing the effectiveness of their own and others’ writing</li><li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li><li>• ensuring the consistent and correct use of tense throughout a piece of writing</li><li>• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li><li>• proof reading for spelling and punctuation errors</li></ul>	<p>Plan writing by:</p> <ul style="list-style-type: none"><li>• Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</li><li>• Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li><li>• Evaluate and edit by assessing the effectiveness of their own and others’ writing.</li><li>• Evaluate and edit proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li><li>• Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li></ul>
<b>Extended Writing Outcome</b>	Diary entry	Poem  Biography	Newspaper report  Balanced argument	Letters: Persuasive/emotive  Extension to narrative	Emotive poetry with performance  Persuasive advert	Character descriptions  Narrative descriptions
<b>Vocabulary, Grammar and Punctuation to be taught and continuously revisited throughout the year to ensure thorough understanding</b>						
<b>National Curriculum</b>	<ul style="list-style-type: none"><li>• Converting nouns of adjectives into verbs using suffixes; verb prefixes.</li><li>• Relative clauses; indicating degrees of possibility using adverbs or modal verbs.</li><li>• Devices to build cohesion within a paragraph using adverbials of time, place and number or tense choices.</li></ul>					

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Vocabulary, Grammar, Punctuation Year 5	<ul style="list-style-type: none"><li>Brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity.</li><li>Terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.</li></ul>					
Spelling (Active Learn/Twinkl)	<ul style="list-style-type: none"><li>Words with endings that sound like /shuhs/ spelt with –cious</li><li>Words with endings that sound like /shuhs/ spelt with –tious or -ious</li><li>Words with the short vowel sound /i/ spelt with y</li><li>Words with the long vowel sound /i/ spelt with y</li><li>Homophones &amp; near homophones</li><li>Homophones &amp; near homophones</li></ul>	<ul style="list-style-type: none"><li>Words with 'silent' letters</li><li>Modal verbs</li><li>Words ending in ‘ment’</li><li>Adverbs of possibility and frequency</li><li>Statutory Spelling Challenge Words</li></ul>	<ul style="list-style-type: none"><li>Creating nouns using - ity suffix</li><li>Creating nouns using - ness suffix</li><li>Creating nouns using - ship suffix</li><li>Homophones &amp; Near Homophones</li></ul>	<ul style="list-style-type: none"><li>Words with an /or/ sound spelt ‘or’</li><li>Words with /or/sound spelt ‘au’</li><li>Convert nouns or adjectives into verbs using the suffix –ate</li><li>Convert nouns or adjectives into verbs using the suffix –ise</li><li>Convert nouns or adjectives into verbs using the suffix –ify</li><li>Convert nouns or adjectives into verbs using the suffix -en</li></ul>	<ul style="list-style-type: none"><li>Words containing the letter string ‘ough</li><li>Adverbials of time</li><li>Words with an /ear/ sound spelt ‘ere’</li><li>Statutory Spelling Challenge Words</li></ul>	<ul style="list-style-type: none"><li>Unstressed vowels in polysyllabic words</li><li>Adding verb prefixed de- and re-</li><li>Adding verb prefix over –</li><li>Convert nouns and verbs into adjectives using suffix –ful</li><li>Convert nouns and verbs into adjectives using suffix –ive</li><li>Convert nouns and verbs into adjectives using suffix –al</li></ul>
National Curriculum  Reading Year 5	<ul style="list-style-type: none"><li>Read age-appropriate books with confidence and fluency (including novels)</li><li>Effectively uses a range of reading strategies to appropriately access different types of text</li><li>Applies knowledge of root words, prefixes and suffixes in understanding the meaning of new words</li><li>Read widely and frequently, outside as well as in school, for pleasure and information</li><li>Read and discuss wide range of fiction, poetry, plays, non-fiction books</li><li>Move easily across a text in order to locate information to answer</li><li>Recognise the key conventions used across particular text types</li><li>Accurately identify the purpose of different texts</li></ul>					
National Curriculum  Writing Year 5	<ul style="list-style-type: none"><li>Write taking into account the audience and purpose of the writing; selecting the appropriate form, and using other similar writing as models for their own</li><li>in narratives, consider how authors have developed characters and settings and use this as a basis for their own writing</li><li>distinguish between the language of speech and writing and choose the appropriate register for the specific task</li><li>begin to integrate dialogue between characters within narratives, where relevant</li><li>consistently use correct tenses throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural</li><li>Begin to demonstrate use of simple devices to build cohesion within a paragraph with adverbials of time, place and number used to link ideas across paragraphs</li><li>propose changes to vocabulary, grammar and punctuation to enhance the effects and clarify meaning</li><li>use expanded noun phrases to convey complicated information concisely and using modal verbs or adverbs to indicate degrees of possibility</li><li>use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li><li>write sentences demarcated with commas to clarify meaning and avoid ambiguity, are used mostly correctly and there is some use of parenthesis e.g. brackets dashes and commas</li><li>*Spell:</li><li>accurately, a selection of homophones and near-homophones.</li><li>mostly, accurate spellings of words with silent letters or plausible alternatives.</li><li>most words from y3/4 list and some from Y5/6* and can proof read their own writing for spelling and punctuation errors</li><li>Write with legible joined handwriting, varying style appropriate to task</li></ul>					

Termly Focus Objectives

Autumn

Spring

Summer