

Year 5 English Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Genre	Legends Instruction	Novels & Stories by Significant Children's Authors Poetry - Poetic Style	Older Literature Recounts	Stories from Other Cultures - Quality Whole Texts Poetry - Classic / Narrative Poems	Film Narrative Dramatic Conventions	Persuasive Writing - Emphasis on the Contrary Argument Poetry - Choral & Performance
Class Text	Beowulf - Michael Morpurgo Sir Gawain and the Green Knight - Michael Morpurgo Arthur High King of Britain - Michael Morpurgo	The Arrival - Shaun Tan The unforgotten Coat - Frank Cottrell Boyce Voices in the Park - Anthony Browne The Girl of Ink and Stars - Kiran Millwood Hargrave	The Hobbit - JRR Tolkien The Secret Garden - Frances Hodgson Burnett The Railway Children - E.Nesbitt	Holes - Louis Sacher Refugee Boy - Benjamin Zephaniah Life on the refrigerator door - Beverley Naidoo The boy at the back of the class - Onjali Rauf	Goodnight Mr Tom - Michelle Magorian Carrie's War - Nina Bawden	The Goldfish Boy - Lisa Thompson Kick - Mitch Johnson Booked - Kwame Alexander
Suggested Satellite Texts / www sites	http://myths.e2b.org Instructions linked to other curriculum areas / recipes / board games	Revenge of the lunch ladies - Kenn Nesbitt www.poetry4kids.com www.poetrysoup.com	Castle Diary - Richard Platt Archie's War	The Highwayman - Alfred Noyes The owl and the pussycat - Edward Lear The Listeners - Walter de la Mare	Mr William Shakespear Plays - Marcia Williams Shakespear - The Animated Tales - Leon Garfield The Betrayal of other plays - Mike Gould	The Boneyard Rap - Wes Magee Chocolate Cake - Michael Rosen

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Suggested Texts	Beowulf - Michael Morpurgo Sir Gawain and the Green Knight - Michael Morpurgo Arthur High King of Britain - Michael Morpurgo	The Arrival - Shaun Tan The unforgotten Coat - Frank Cottrell Boyce Voices in the Park - Anthony Browne
Suggested Satellite Texts / www sites	http://myths.e2b.org Instructions linked to other curriculum areas / recipes / board games	Revenge of the lunch ladies - Kenn Nesbitt www.poetry4kids.com www.poetrysoup.com
Oracy / speaking & listening	Speak audibly and fluently with an increasing command of Standard English. Gain, maintain and monitor the interest of the listener(s). Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	Speak audibly and fluently with an increasing command of Standard English. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Consider and evaluate different viewpoints, attending to and building on the contributions of others.
Word reading	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 2, both to read aloud and to understand the meaning of new words they meet.	
Comprehension	Maintain positive attitudes to reading and understanding of what they read by: Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Read books that are structured in different ways and read for a range of purposes. Increase 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 they have read to their peers, giving reasons for their choices. Identify and discuss themes and conventions in and across a wide range of writing. Make comparisons within and across books. Learn a wider range of poetry by heart.	

	<p>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.</p> <p>Understand what they read by:</p> <p>Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Ask questions to improve their understanding.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predict what might happen from details stated and implied.</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Retrieve, record and present information from non-fiction.</p> <p>Participate 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.</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>Provide reasoned justifications for their views.</p>	
<p>Writing - Transcription</p>	<p>Use further prefixes and understand the guidance for adding them. Spring 1, Summer 1 & 2</p> <p>Spell some words with silent letters (for example knight, psalm, solemn)</p> <p>Use dictionaries to check the spelling and meaning of words.</p> <p>Use a thesaurus. Spring 1 & 2 Summer 1 & 2</p> <p>Continually refer to year 5/6 spelling list</p>	<p>Use further suffixes and understand the guidance for adding them.</p> <p>Continue to distinguish between homophones and other words which are often confused.</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listen in English Appendix 1.</p> <p>Continually refer to year 5/6 spelling list</p>
<p>Writing - Handwriting</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of their handwriting (for example, by ensuring downstrokes of letters are parallel and equidistant; that lines of writing are spaced</p>	<p>Write legibly, fluently and with increasing speed by:</p> <p>Choosing the shape of a letter to use when given choices and deciding whether or not to joint= specific letters.</p> <p>Choosing the writing implement that is best suited for a task.</p>

	sufficiently so that the ascenders and descenders of letters do not touch).	
Writing - Composition	<p>Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Draft and write by selecting appropriate grammar and vocabulary.</p> <p>Use further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining). Spring 1</p> <p>Assess the effectiveness of their own writing.</p> <p>Propose changes to vocabulary to enhance effects and clarify meaning. Spring 2 Summer 1 & 2</p> <p>Proof-read for spelling and punctuation errors.</p>	<p>In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Assess the effectiveness of their own writing.</p> <p>Propose changes to punctuation to enhance effects and clarify meaning.</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>Relative Clauses</p> <p>Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.</p>
Writing - Grammar, Vocabulary & Punctuation	<p>Use the perfect form of verbs to mark relationships of time and cause</p> <p>Using a colon to introduce a list.</p> <p>Punctuating bullet points consistently.</p> <p>Use commas to clarify meaning or avoid ambiguity in writing.</p> <p>Use the grammatical terminology in English Appendix 2 in discussing their writing.</p>	<p>Use the perfect form of verbs to mark relationships of time and cause</p> <p>Using a colon to introduce a list.</p> <p>Punctuating bullet points consistently.</p> <p>Use commas to clarify meaning or avoid ambiguity in writing.</p> <p>Use the grammatical terminology in English Appendix 2 in discussing their writing.</p> <p>Use the grammatical terminology in English Appendix 2 in discussing their writing.</p>

	Spring 1	Spring 2
Genre	Older Literature Recounts	Stories from Other Cultures - Quality Whole Texts Poetry - Classic / Narrative Poems

Class Text	The Hobbit - JRR Tolkien The Secret Garden - Frances Hodgson Burnett The Railway Children - E.Nesbitt	Holes - Louis Sacher Refugee Boy - Benjamin Zephaniah Life on the refrigerator door - Beverley Naidoo The boy at the back of the class - Onjali Rauf
Suggested Satellite Texts / www sites	Castle Diary - Richard Platt Archie's War	The Highwayman - Alfred Noyes The owl and the pussycat - Edward Lear The Listeners - Walter de la Mare
Oracy / speaking & listening	Speak audibly and fluently with an increasing command of Standard English. Use relevant strategies to build their vocabulary. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	Speak audibly and fluently with an increasing command of Standard English. Ask relevant questions to extend their understanding and knowledge. Participate in discussions, presentations, performances, role play, improvisations and debates.
Word reading	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 2, both to read aloud and to understand the meaning of new words they meet.	
Comprehension	<p>Maintain positive attitudes to reading and understanding of what they read by: Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Read books that are structured in different ways and read for a range of purposes. Increase 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 they have read to their peers, giving reasons for their choices. Identify and discuss themes and conventions in and across a wide range of writing. Make comparisons within and across books. Learn a wider range of poetry by heart. 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. Understand what they read by: Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Ask questions to improve their understanding.</p>	

	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predict what might happen from details stated and implied.</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Retrieve, record and present information from non-fiction.</p> <p>Participate 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.</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>Provide reasoned justifications for their views.</p>	
<p>Writing - Transcription</p>	<p>Use further prefixes and understand the guidance for adding them.</p> <p>Use dictionaries to check the spelling and meaning of words.</p> <p>Use a thesaurus.</p> <p>Continually refer to year 5/6 spelling list</p>	<p>Use further suffixes and understand the guidance for adding them.</p> <p>Continue to distinguish between homophones and other words which are often confused.</p> <p>Use dictionaries to check the spelling and meaning of words.</p> <p>Use a thesaurus.</p> <p>Continually refer to year 5/6 spelling list</p>
<p>Writing - Handwriting</p>	<p>Write legibly, fluently and with increasing speed by:</p> <p>Choosing the shape of a letter to use when given choices and deciding whether or not to join= specific letters.</p> <p>Choosing the writing implement that is best suited for a task.</p>	
<p>Writing - Composition</p>	<p>Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Draft and write by selecting appropriate grammar and vocabulary.</p> <p>Precise longer passages.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs.</p>	<p>Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>In writing narratives, consider how authors have developed characters and setting in what pupils have read, listened to or seen performed.</p>

	<p>Use further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining).</p> <p>Assess the effectiveness of their own writing.</p> <p>Propose changes to grammar to enhance effects and clarify meaning.</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>Proof-read for spelling and punctuation errors.</p>	<p>Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.</p> <p>Assess the effectiveness of their own and others' writing.</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.</p>
<p>Writing - Grammar, Vocabulary & Punctuation</p>	<p>Use brackets, dashes or commas to indicate parenthesis.</p> <p>Use semi-colons, colons or dashes to mark boundaries between independent clauses.</p> <p>Use hyphens to avoid ambiguity.</p> <p>Use the grammatical terminology in English Appendix 2 in discussing their writing.</p>	<p>Use brackets, dashes or commas to indicate parenthesis.</p> <p>Use passive verbs to affect the presentation of information in a sentence.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Use the grammatical terminology in English Appendix 2 in discussing their writing.</p> <p>Relative Clauses</p>

	Summer 1	Summer 2
Genre	<p>Film Narrative</p> <p>Dramatic Conventions</p>	<p>Persuasive Writing - Emphasis on the Contrary Argument</p> <p>Poetry - Choral & Performance</p>
Class Text	<p>Goodnight Mr Tom - Michelle Magorian</p> <p>Carrie's War - Nina Bawden</p>	<p>The Goldfish Boy - Lisa Thompson</p> <p>Kick - Mitch Johnson</p> <p>Booked - Kwame Alexander</p>

Suggested Satellite Texts / www sites	Mr William Shakespear Plays - Marcia Williams Shakespear - The Animated Tales - Leon Garfield The Betrayal of other plays - Mike Gould	The Boneyard Rap - Wes Magee Chocolate Cake - Michael Rosen
Oracy / speaking & listening	Speak audibly and fluently with an increasing command of Standard English. Listen and respond appropriately to adults and their peers. Articulate and justify answers, arguments and opinions.	Speak audibly and fluently with an increasing command of Standard English. Participate in discussions, presentations, performances, role play, improvisations and debates. Select and use appropriate registers for effective communication.
Word reading	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 2, both to read aloud and to understand the meaning of new words they meet.	
Comprehension	<p>Maintain positive attitudes to reading and understanding of what they read by: Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Read books that are structured in different ways and read for a range of purposes. Increase 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 they have read to their peers, giving reasons for their choices. Identify and discuss themes and conventions in and across a wide range of writing. Make comparisons within and across books. Learn a wider range of poetry by heart. 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. Understand what they read by: Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Ask questions to improve their understanding. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predict what might happen from details stated and implied. Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Identify how language, structure and presentation contribute to meaning.</p>	

	<p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Retrieve, record and present information from non-fiction.</p> <p>Participate 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.</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>Provide reasoned justifications for their views.</p>	
Writing - Transcription	<p>Use further prefixes and suffixes and understand the guidance for adding them.</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>Continually refer to year 5/6 spelling list</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them.</p> <p>Continue to distinguish between homophones and other words which are often confused.</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>Continually refer to year 5/6 spelling list</p> <p>Revision of spelling rules</p>
Writing - Handwriting	<p>Write legibly, fluently and with increasing speed by:</p> <p>Choosing the shape of a letter to use when given choices and deciding whether or not to joint= specific letters.</p> <p>Choosing the writing implement that is best suited for a task.</p>	
Writing - Composition	<p>Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.</p> <p>Assess the effectiveness of their own and others' writing.</p>	<p>Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Precise longer passages.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Assess the effectiveness of their own and others' writing.</p>

	<p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Proof-read for spelling and punctuation errors.</p>	<p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.</p>
<p>Writing - Grammar, Vocabulary & Punctuation</p>	<p>Use semi-colons, colons or dashes to mark boundaries between independent clauses.</p> <p>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>Use the grammatical terminology in English Appendix 2 in discussing their writing.</p> <p>Relative Clauses.</p>	<p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Use brackets, dashes or commas to indicate parenthesis.</p> <p>Use the grammatical terminology in English Appendix 2 in discussing their writing.</p>