

Long term English planning - Y5 (2019-20)

Autumn Term

GENRE	Diary	Non-Chronological Report	Fantasy Narrative	Play script	Explanation text	Poetry
DURATION	2 weeks	2 weeks	2 weeks	2 weeks	2 weeks	2 weeks
POSSIBLE TEXTS AND TOPICS	The Lion, The Witch and The Wardrobe – Starting a new year at school vs end of a school year.	The Vikings – information texts.	The Lion, The Witch and The Wardrobe	The Lion, The Witch and The Wardrobe	Link to Science	Examples of Poetry
VOCABULARY, GRAMMAR, PUNCTUATION AND SPELLING OBJECTIVES	<ul style="list-style-type: none"> • Devices to build cohesion across paragraphs • Relative clauses with/without a relative pronoun • Revision of fronted adverbials from Y4 • Words with the letter string ‘ough’ • Y3/4 words recap 	<ul style="list-style-type: none"> • Use of paragraphs to organise ideas around a theme and building paragraphs around a topic sentence • Modal Verbs • Revision of subordinate clauses from Y4 • Words with ‘silent’ letters • Words ending in ‘-able’ and ‘-ible’ • Y3/4 words recap 	<ul style="list-style-type: none"> • Relative clauses beginning to be marked by commas, brackets and dashes • Revision of use of inverted commas and other punctuation to indicate direct speech from Y4 • Common homophones • Words from the Y5/6 statutory word list 	<ul style="list-style-type: none"> • Revision - plurals and use of apostrophes from Y4 • Brackets, dashes and commas to demarcate relative clauses • Y3/4 words recap • Words from the Y5/6 statutory word list 	<ul style="list-style-type: none"> • Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before) • Modal verbs to indicate degrees of possibility • Use of the hyphen • Words from the Y5/6 statutory word list 	<ul style="list-style-type: none"> • Revision of expanded noun phrases from Y4 • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition • Words from the Y5/6 statutory word list • Spelling strategies when writing including proofreading and using a dictionary
OUTCOMES:	Diary entry from first few days in Year 5. Comparison from start of the year to end of the year. Viewpoint from a character within the story.	Produce a non-chronological report based on findings from the Vikings.	To write a fantasy narrative based off the characters from TLTWTW.	A play script developed from one of the scenes from The story.		Use of figurative language to write a poem links to the story and link to weather.

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Spring Term

GENRE	Narrative	Newspaper Report	Biography/ Autobiography	Formal/ informal letters	Balanced Argument/ Discussion text
DURATION	2 weeks	2 weeks	2 weeks	2 weeks	2 weeks
POSSIBLE TEXTS AND TOPICS	There's a boy in the girl's bathroom	There's a boy in the girl's bathroom	There's a boy in the girl's bathroom Famous authors that children might find interesting.	Text examples of formal letters Text examples of informal letters.	There's a boy in the girl's bathroom
VOCABULARY, GRAMMAR, PUNCTUATION AND SPELLING OBJECTIVES	<ul style="list-style-type: none"> Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choice [for example, he had seen her before] Revision of inverted commas from Y4 Strategies for learning words: words from personal spelling lists and statutory lists Rare GPCs (bruise, guarantee, immediately, vehicle, yacht) 	<ul style="list-style-type: none"> Brackets, dashes or commas to indicate parenthesis Relative clauses marked with brackets, dashes or commas Words ending in '-ably' and '-ibly' Strategies for learning words: words from personal spelling lists and statutory lists 	<ul style="list-style-type: none"> Use of commas to clarify meaning or avoid ambiguity Building cohesion within paragraphs Revision of fronted adverbials and subordinate clauses from Y4 Strategies for learning words: homophones Recap of previous words Words from statutory and personal spelling lists 	<ul style="list-style-type: none"> Devices to build cohesion within and across a paragraph Choosing appropriate vocabulary and grammar based on audience and purpose Building words from root words Homophones 	<ul style="list-style-type: none"> Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] Choosing appropriate vocabulary and grammar based on audience and purpose Words with the /i:/ sound spelt 'ei' ie and ei words

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OUTCOMES:	Write a narrative based off information from the current chapter.	Create a spin off based on the information from the story.	Look at creating biography for a famous celebrity of choice. Short autobiography for a famous author.	Letter to a friend Letter to the government	Should boys and girls wear the same clothes. Create a balanced argument.
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Summer Term

GENRE	Narrative- Short Story	Newspaper report	Persuasive Letter	Diary	Persuasive Leaflet	Poetry
DURATION	2 weeks	2 weeks	2 weeks	2 weeks	2 weeks	2 weeks
POSSIBLE TEXTS AND TOPICS	Storm breaker	Storm breaker	Storm breaker	Storm breaker	Storm breaker	Storm breaker
VOCABULARY, GRAMMAR, PUNCTUATION AND SPELLING OBJECTIVES	<ul style="list-style-type: none"> • Proof reading own work for spelling and punctuation errors • Devices to build cohesion within and across a paragraph • Strategies for learning words: using a range of strategies • Strategies at the point of writing: using etymological/ morphological strategies for spelling 	<ul style="list-style-type: none"> • Brackets, dashes or commas to indicate parenthesis • Commas to avoid ambiguity • Words from statutory and personal spelling lists • Proofreading for words on statutory spelling list 	<ul style="list-style-type: none"> • Choosing appropriate vocabulary and grammar based on audience and purpose • Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] • Homophones • Proofreading for words on statutory spelling list 	<ul style="list-style-type: none"> • Devices to build cohesion within and across a paragraph • Brackets, dashes and commas to demarcate relative clauses • Revision of words previously taught • Proofreading: use of dictionary to check words 	<ul style="list-style-type: none"> • Use of layout devices • Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] • Strategies for learning words: problem suffixes • Homophones 	<ul style="list-style-type: none"> • How words are related by meaning as synonyms and antonyms • Proof reading own work for spelling and punctuation errors • Strategies for learning words: words from statutory and personal spelling lists • Spelling aspects from Y5 that are not yet secure
OUTCOMES:	Short story based on	Create a newspaper	Persuasive letter to	Diary entry into the	A persuasive leaflet	View different types

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	characters from the story so far.	report based off the events happening in Storm breaker, explosion at the famous cathedral...	buy a product.	training and mission of Alex Rider	of the country they want to visit.	of poems and create humour with link to comparisons.
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