

English Long Term Plan - Year 5

Week	Book Title	Genre	Writing 'to'	Grammar & Punctuation Objectives	Spelling Objectives	Composition Objectives	Specific Vocabulary	Outcome	Assesed Piece	Text Type Features/Success Criteria			
1	Shackleton's Journey	Diary entry	Entertain	Nouns and pronouns for cohesion; Noun and preposition phrases Wide range of clause structures; fronted adverbials; relative clauses; subordinating and coordinating conjunctions; parenthesis (brackets & dashes)	Strategies at the point of writing - have a go. Words with the letter string 'ough'.	Opening to set the scene & introduce atmosphere. Chronological order. Conclusion summing up the events and giving thoughts about what might happen next. Wide range of subordinate conjunctions e.g. whilst, despite, until	Informal, personal, conversational, first person	Diary entry	X	Dear diary; inverted commas to include direct quotes; records an episode from the writer's life; reflects on thoughts and feelings. First person. Description of events are detailed and engaging			
2					Words with the letter string 'ough'. Words with 'silent' letters. Etymology.				Commas after fronted adverbials; Introduction to direct and indirect speech Subordinating conjunctions in varied positions; expanded noun phrases to inform; relative clauses; passive voice; adverbials; conjunctions; parenthesis; commas for clarity; co-ordinating and subordinating conjunctions; inverted commas		Words with 'silent' letter. Etymology.	Developed introduction and conclusion using newspaper layout features; Paragraphs developed with prioritised information in columns; Introduction to inform the reader of who, what, where and when; main body of the text explaining how and why; succinct quotations; formal language throughout	Headline, caption, quotes, eyewitness, By-line, sub-heading
3		Newspaper Report	Inform	Grammatical differences between plural and possessive -s; Relative pronouns and clauses; Subordinating conjunctions in varied positions; expanded noun phrases to inform; relative clauses; passive voice; adverbials; conjunctions; parenthesis; commas for clarity; co-ordinating and subordinating conjunctions; inverted commas; question marks; pronouns to aid cohesion and avoid repetition.	Words ending in 'ible' and 'able'. Words ending in 'ible' and 'able'. Homophones: isle/aisle; aloud/allowed; affect/effect; herd/heard; past/passed.	Opening statement to introduce the subject and explain why he/she is known; significant events ordered chronologically; closing statement explains how the person will be remembered and can give the writer's opinion.	Chronological order, direct and indirect speech.	Biography of Shackleton.		X	Refers to named individuals; contains dates linked to specific events; written in past tense; can include direct and indirect speech and quotes from other sources; written in 3rd person; includes time adverbials/conjunctions to link ideas; events are anecdotal in style and engage the reader; use a question in the opening statment to engage the reader;		
4					Biography				Inform	Strategies for learning words from personal and statutory spelling lists.		Homopones: isle/aisle; aloud/allowed; affect/effect; herd/heard; past/passed.	X
5													
6		Y											
7			Y										
8	Character and Setting Descriptions				Modal verbs to indicate possibility; Determiners, use of dialogue, Subordinate clauses in a range of positions; relative clauses; adverbials; conjunctions	Revise words/strategies from last half term.	Short with few characters; simple narrative with	Plot, flashback, figurative language,	N	Detailed description; use paragraphs to organise in time sequence; dialogue to advance action. Rich vocabulary -			

9		Narrative	Entertain	adverbials, conjunctions (subordinating and coordinating); parenthesis; inverted commas; commas for clarity; expanded noun phrases; preposition phrases; cohesive devices, direct speech, determiners, use of the hyphen, brackets and dashes	words ending in ence	simple narrative, with beginning, complication and resolution; characters interaction, dialogue, character description,	repetition, active and passive voice, varied, opening and resolution, ambitious vocabulary	Narrative with opener and resolution	Y	expanded noun phrases; similes and metaphors to help the reader imagine; vivid descriptions of characters and settings; fast-moving narration of action; little dialogue; symbolic meanings.
10	The Wolves in the wall	Formal Letter	Inform	<p>Adverbs</p> Subordinate conjunctions in varied positions, relative clauses, expanded noun phrases, modal verbs, cohesive devices, coordinating conjunctions, parenthesis.	the ee sound spelt ei	Title tells the reader exactly what its is about. Clear introduction stating opinion and containing a brief overview of the points (do not go into detail). The main body of the text as a series of ordered and clear arguments. Each argument a separate paragraph. Include a topic sentence at the beginning of each paragraph. Conclusion to sum up the argument - restate position.	Superlatives, emotive language, rhetorical questions, well-known economic expression e.g. Because of their courageous efforts....	Formal Letter	N	Developed introduction and conclusion using letter layout features; Paragraphs developed with priorities information; Purpose of the letter is clear and transparent; Formal language used throughout to engage the reader
11					focus on homophones				Y	
12	Just so stories	Myths and Fables	Entertain	<p>Parenthesis</p> Determiners, embedding dialogue to enhance action, subordinate clauses in a range of positions; relative clauses; adverbials; conjunctions (subordinating and coordinating); parenthesis; inverted commas; commas for clarity; expanded noun phrases; preposition phrases; cohesive devices, direct speech, determiners, use of the hyphen	words ending in - ant, ance and -ancy	Short with few characters; simple narrative, with beginning, complication and resolution; two characters meet (often animals), an event occurs, they go their separate ways, with one of them having learned an important lesson. Provide a fictional explanation for a natural phenomenon; set in the past, usually distant and non-specific; presented as something that actually happened; plot often based on a long and dangerous journey, quest or series of trials for a hero; usually includes incredible or miraculous events where characters behave in superhuman ways, using unusual powers or with the help of superhuman beings; often longer than other traditional stories.	Fable, moral, lesson.	Fable / Myths	N	Rich vocabulary - expanded noun phrases; rhythm and repetition; imagery - similes, metaphors, personification and symbolism. Conjunctions to show cause and effect; expanded noun phrases; dialogue only to advance action.. Direct speech,
13					Proofreading, focusing on checking words from personal lists. Using a dictionary to support learning word roots, derivations and spelling patterns.				N	
14					Using dictionaries to create word webs. Strategies at the point of writing: building new words from known morphemes.				Y	

15	Journey to the River Sea	Explanation text	Inform	Expanded Noun Phrases to convey complicated information concisely Subordinating conjunctions in varied positions, expanded noun phrases, relative clauses, adverbials to aid cohesion, coordinating conjunctions, parenthesis, commas to clarify. Causal conjunctions.	Strategies at the point of writing. Apostrophes for possession. Strategies for learning words from personal spelling lists.	Heading posed as a question. Paragraphs used to group related ideas with subheadings - sections may contain more than one paragraph. Use of technical vocabulary. May include a glossary.	Technical vocabulary, impersonal tone, formal language	Explanation text.	X	A clear title to show what is being explained. An opening statement to introduce the process. Clear steps to show how or why something occurs. Events in order. Conjunctions of time. Causal conjunctions. Illustrations/diagrams/flow charts to support the explanation		
16					Words from statutory and personal spelling lists. Rare GPCs (e.g. bruise, guarantee).							
17		Diary entry		Entertain	Tenses - past, present and perfect form (introduction) Subordinating and coordinating conjunctions. Expanded noun phrases. Relative clauses. Time adverbials to aid cohesion. Inverted commas.	Rare GPCs. Etymology.	Has an introduction to set the scene and create atmosphere. Tells the story of an episode of the writer's life. Uses paragraphs to order events in chronological order.	informal, personal, conversational, first person	Diary entry	N	Use adventurous vocabulary to describe places where events happen. Written in past tense. Written in an informal tone. Uses some personal pronouns. Talks about feelings, reactions and opinions of the writer. Time adverbial and conjunctions. Use inverted commas to quote direct speech from events.	
18						Words ending in '-ibly' and 'ably'.						
19		Review			Persuade	Tenses - Using and recognising past, present and perfect form Imperative and modal verbs. Superlatives. Adverbials to convey a sense of certainty (e.g. Surely we can all agree...?). Subjunctive form (If I were you, I would). Adverbials. Conjunctions Questions and exclamations. Brackets and dashes.	Words ending in '-ibly' and 'ably'. Homophones (led/lead, steel/steal, alter/altar). Strategies for learning homophones.	Title tells the reader exactly what its is about. Clear introduction stating opinion and containing a brief overview of the points (do not go into detail). The main body of the text as a series of ordered and clear arguments. Each argument a separate paragraph. Include a topic sentence at the beginning of each paragraph. Conclusion to sum up the argument - restate position.	Superlatives, emotive language, rhetorical questions.	Letter/ review	X	Use of 2nd person. Personal pronouns. Planned repetition. Facts and statistics. Hyperbole. Organise paragraphs using time adverbials. Power of 3.
20							Apply homophones. Strategies for learning words from statutory and personal spelling lists.					

21	Clockwork	Formal Letter to discuss (week 21 and half of week 22)	Discuss	Using commas to clarify meaning or avoid ambiguity in writing Modal verbs, relative clauses, adverbials, expanded noun phrases, subordinating and coordinating conjunctions, parenthesis, commas for clarity; questions.	Revise spellings from previous half term. Assess words from statutory and personal spelling lists.	Start with a question. Opening statement to introduce the issue. Arguments for and against in separate paragraphs. Conclusion.	Balanced argument. Rhetorical questions	Discussion.	N	Formal and impersonal tone. Appropriate use of cohesive devices. Present tense. Third person.
22				Proofreading. Building words from root words.						
23		Newspaper report	Inform.	Cohesion - Pronouns to avoid repetition, recap of relative clauses and adverbial phrases Subordinating conjunctions in varied positions. Expanded noun phrases. Relative clauses. Adverbials. Coordinating conjunctions. Brackets or dashes. Commas to mark clauses. Inverted commas to mark direct quotes,	Building words from root words. Homophones.	Bold headline. First paragraph introducing who, what, where and when. Main body explaining how and why - include quotes from eyewitnesses. Closing paragraph stating what will happen in the future.	Headline, caption, quotes, eyewitness, By-line, sub-heading	Newspaper article.	N	Formal language. 3rd person. Quotes from eyewitnesses. Picture and caption. Headline.
24				Strategies for learning words from statutory and personal spelling lists. Words with the 'ei' grapheme.						
25		Stories with a dilemma	Entertain	Cohesive devices - clarity with parenthesis, concise noun phrases Commas for lists. Relative clauses. Subordinating and coordinating conjunctions. Exclamations. Questions. Fronted adverbials. Subordinate clauses in varied positions. Inverted commas. Parenthesis. Expanded noun phrases.	'ei' and 'ie' words.	Paragraphs detailing main events in chronological order.	Opening, build-up, climax, resolution, fiction, narrative, dialogue, figurative, entertain.	Story completing a part of a story, including a dilemma.	N	Detailed description. First or third person.
26				Strategies at the point of writing. Strategies for learning words.						
27		Informal Letter	Inform	Using previously taught devices together to build cohesion across a text Subordinating conjunctions in varied positions. Expanded noun phrases. Relative clauses. Parenthesis. Commas to clarify. Adverbials. Question.	Strategies for learning words. Etymology.	Opening paragraph detailing main topic. Paragraphs expanding on the subject.	Opinion, evidence, explain, quotes.	Essay based on subject of the poem.	N	May include a glossary. Technical vocabulary. Sections may include more than one paragraph.
28				Proofreading for words on statutory spelling list.						
29				Cohesive devices - linking ideas across paragraphs using adverbials of time, place, number						

30	Sensational!	Narratives		<p>or choice</p> <p>Determiners, Use of dialogue, Revise and keep using Subordinate clauses in a range of positions; relative clauses; adverbials; conjunctions (subordinating and coordinating); parenthesis; inverted commas; commas for clarity; expanded noun phrases; preposition phrases; cohesive devices, direct speech, determiners, use of the hyphen</p>	Proofreading for words on statutory spelling lists. Homophones.	Short with few characters; simple narrative, with beginning, complication and resolution; characters interaction, dialogue, character description (main character of Lucy)			Y	use paragraphs to organise in time sequence; dialogue to advance action. Rich vocabulary - expanded noun phrases; similes and metaphors to help the reader imagine; vivid descriptions of characters and settings; fast-moving narration of action; little dialogue; symbolic meanings.
31		Review of a poem	Persuade	<p>Cohesive devices - linking ideas across paragraphs</p> <p>Modal verbs. Expanded noun phrases. Adverbial phrases. Commas for lists. Questions. Exclamations. Relative clauses. Parenthesis. Subordinating clauses in a variety of positions. Coordination.</p>	Homophones. Strategies for learning words.	Open with a strong first paragraph which makes the reader want to read on. Summarise what the poem is about. Paragraph(s) stating the strength(s) of the poem and detailing why. Paragraph(s) stating the weakness(es) and detailing why. Concluding paragraph summing up your opinion of the poem and why it	Opinion, First person, recommend, genre.	A review of a poem selected independently.	N	Include the title of the poem, the author, and the year it was published (if available). Include the type of poem - funny, scary, romantic etc. Discuss who the poem is aimed at. Use powerful adjective sand adverbs.
32										Y
33	The Journey	Biography.	Inform.	<p>Prefixes adding 'de-', 'dis-' and 'mis-'</p> <p>Subordinating conjunctions in varied positions. Expanded noun phrases. Relative clauses. Parenthesis. Commas to clarify. Adverbials. Question. Exclamations</p>	Revise spellings from previous half term.	Opening paragraph detailing main topic. Paragraphs expanding on the subject. May use subheadings to organise sections. Closing paragraph summing up how the person is thought of.	Chronological order, direct and indirect speech	Biography	N	Technical vocabulary. Sections may include more than one paragraph. Quotes from those close to the subject's life.
34					Proofreading - use of a dictionary to check referring to first 3 or 4 letters.				Y	
35		Discussion (balanced argument) about a theme in the book.	Discuss.	<p>Prefixes adding 're-' and 'over-' Suffixes '-ate' '-ise' and '-ify'</p> <p>Modal verbs, relative clauses, adverbials, expanded noun phrases, subordinating and coordinating conjunctions, parenthesis, commas for clarity. Questions.</p>	Strategies for learning words from statutory and personal lists. Problem suffixes.	Start with a question. Opening statement to introduce the issue. Arguments for and against in separate paragraphs. Conclusion.	Balanced argument. Rhetorical questions	Discussion / balanced argument text.	N	Formal and impersonal tone. Appropriate use of cohesive devices. Present tense. Third person.
36					Problem suffixes. Homophones.				Y	
37		Speech about a theme	ade.	<p>Word classes; Converting nouns or adjectives into verbs using suffixes</p> <p>Imperative and modal verbs</p>	Revise spelling	Start with a question. Paragraphs each focusing on a	Rhetoric, rhetorical	Speech about	N	Use of second person. Personal

38	Speech about a theme in the book.	Persuade	Imperative and modal verbs. Adverbials. Subordinating and coordinating conjunctions. Relative clauses. Questions. Exclamations. Commas for lists. Parenthesis.	aspects from Year 5 that are not secure.	Paragraphs each focusing on a different topic. Conclusion summing up reasons to agree.	questions, emotive language, power of 3.	an issue in the book.	Y	pronouns. Planned repetition. Facts & statistics. Hyperbole..
39	Transition Week								