

Y5 English Long Term Planning

Week	DARTS text	Stimulus	Outcome (genre, outcome)	Reading Objectives during English	Grammar & Punctuation Objectives linked to outcome (New learning in bold)	Composition Objectives and text features linked to outcome
1	No separate DARTS	Shackleton's Journey	Reading focus - VIPERS	<p>Understand what they read by:</p> <ul style="list-style-type: none"> -checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context -asking questions to improve their understanding -drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence -predicting what might happen from details stated and implied -summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas -identifying how language, structure and presentation contribute to meaning 	<p>Commas after fronted adverbials; Introduction to direct and indirect speech</p>	
2-3	Newshed – current news Letter		I can write a <u>newspaper report</u> about Shackleton's expedition (Writing to inform)	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet</p> <p>Maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> -continuing to read and discuss an increasingly wide range of non-fiction and reference books -reading books that are structured in different ways and reading for a range of purposes <p>Retrieve, record and present information from non-fiction</p>	<p>Commas after fronted adverbials; Introduction to direct and indirect speech</p> <p>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, past tense,</p>	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, Bold headline to grab the reader's attention; pictures with captions; quotes from eyewitnesses, subheadings used as an organisational device
4	No separate DARTS		Reading focus - VIPERS	<p>Understand what they read by:</p> <ul style="list-style-type: none"> -checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context -asking questions to improve their understanding -drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence -summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas -identifying how language, structure and presentation contribute to meaning <p>Retrieve, record and present information from non-fiction</p>	<p>Grammatical differences between plural and possessive -s; Relative pronouns and clauses</p>	
5-7	Link to Maya Class story Magic and Mystery Magic and Mystery		I can write a <u>biography</u> of Shackleton (Writing to inform)	<p>Maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> -making comparisons within and across books <p>Provide reasoned justifications for their views</p>	<p>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, 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</p>	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. Refers to named individuals; contains dates linked to specific events; events are anecdotal in style and engage the reader; use a question in the opening statement to engage the reader

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8-10	Text relating to Egypt Lyrics – In the living years Text linked to electricity	The Alchemist Letter (video unit)	I can write a short <u>narrative</u> including opener and resolution (Writing to entertain)		Modal verbs to indicate possibility; Determiners, use of dialogue, 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, brackets and dashes, dialogue to advance action	Short with few characters; simple narrative, with beginning, complication and resolution; characters interaction, dialogue, character description, Detailed description; use paragraphs to organise in time sequence;. Rich vocabulary - expanded noun phrases; similes and metaphors to help the reader imagine; vivid descriptions of characters and settings; fast-moving narration of action; symbolic meanings.
11	No separate DARTS	Just so stories	Reading focus - VIPERS	Understand what they read by: -checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context -asking questions to improve their understanding -drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence -predicting what might happen from details stated and implied -summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas -identifying how language, structure and presentation contribute to meaning	Parenthesis	
12-13	Greek Myth Poetry - If		I can write a <u>myth or fable</u> (Writing to entertain)	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet Maintain positive attitudes to reading and an understanding of what they read by: -continuing to read and discuss an increasingly wide range of fiction - 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	Parenthesis; 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 only to progress action, determiners, use of the hyphen	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.
14	No separate DARTS	Christmas Poetry	Reading focus - VIPERS	Maintain positive attitudes to reading and an understanding of what they read by: -continuing to read and discuss an increasingly wide range of poetry Understand what they read by: -identifying how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Provide reasoned justifications for their views	Aspects from QLA from assessments	