

Long term English planning - Y5 (2018-19)

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	Crime and Punishment in Britain	The Lion, The Witch and The Wardrobe	The Lion, The Witch and The Wardrobe	Crime and Punishment in Britain	The Lion, The Witch and The Wardrobe/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:	A diary entry from the viewpoint of characters from 'The Lion, The Witch and The Wardrobe' and their own experiences	A non-chronological report based on Crime and Punishment in Britain/ Animal from Narnia	A short fantasy narrative of own twist on 'The Lion, The witch and The Wardrobe'	A scene for a play script based on 'The Lion, The Witch and The Wardrobe'	Explanation texts linked to text and Crime and Punishment topic	A descriptive poem based on a winter-land using figurative language

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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	Harry Potter and the Philosopher's Stone	Harry Potter and the Philosopher's Stone	Harry Potter and the Philosopher's Stone - Wizard biography	Harry Potter and the Philosopher's Stone	Harry Potter and the Philosopher's Stone e.g. Should muggles find out about the wizarding world? Was Harry Potter a good student?
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
OUTCOMES:	Narrative based on adventure in the wizarding world. Description of setting and characters.	Newspaper report based on key event from the novel.	Biography of a famous wizard (could be imagined) and short autobiography.	Contrasting letters to/from Ministry of Magic and to Mrs Weasley.	Discussion texts to discuss both sides of a debate.

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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	Billionaire Boy	Billionaire Boy	Billionaire Boy	Billionaire Boy	Non-fiction/online sources linked to Italy/ Billionaire Boy	Billionaire Boy
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:	A short story linked to class text	Report about key events in Billionaire Boy	A persuasive letter convincing a company to buy a product	A diary entry from the point of view of different characters in Billionaire Boy	A persuasive text persuading tourists to visit Italy/ buy product linked to novel	Humorous poetry in different forms linked to novel