

Long term English planning - Y5

Autumn Term 2021

GENRE	Diary	Fantasy Narrative	Persuasive Travel Guide	Play Script	Descriptive Narrative	Newspaper Report	Narrative Poetry
DURATION	2 weeks	2 weeks	2 weeks	2 weeks	2 weeks	2 weeks	1 week
POSSIBLE TEXTS AND TOPICS	The Lion, The Witch and The Wardrobe	The Lion, The Witch and The Wardrobe	The Lion, The Witch and The Wardrobe	The Lion, The Witch and The Wardrobe	The Highwayman The Listeners	The Highwayman	The Highwayman The Listeners
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"> • 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 • Words with 'silent' letters • 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 • Common homophones • Words ending in '-able' and '-ible' 	<ul style="list-style-type: none"> • Revision - plurals and use of apostrophes from Y4 • Brackets, dashes and commas to demarcate relative clauses • Y3/4 rules recap • Words from the Y5/6 statutory word list 	<ul style="list-style-type: none"> • Revision of expanded noun phrases from Y4 • Links ideas across paragraphs using adverbials of time, place and number or tense choices • Revision of use of inverted commas and other punctuation to indicate direct speech from Y4 • Y3/4 rules recap • Words from the Y5/6 statutory word list 	<ul style="list-style-type: none"> • Modal verbs to indicate degrees of possibility • Links ideas across paragraphs using adverbials of time, place and number or tense choices • Use of the hyphen • Words from the Y5/6 statutory word list 	<ul style="list-style-type: none"> • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition • Revision of expanded noun phrases from Y4 • Words from the Y5/6 statutory word list • Spelling strategies when writing including proofreading and using a dictionary
OUTCOMES:	Viewpoint from a character within the story.	A fantasy narrative based on adventures in Narnia with focus on dialogue	An informative travel guide to persuade others to visit Narnia	A play script based on events of class text	Retelling of the poem in narrative form with focus on descriptive language and tension	Newspaper article about the events of the Highwayman	Alternative ending to poem Own poem using ideas from the Highwayman/Listeners

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Spring Term 2022

GENRE	Descriptive Settings	Journalistic Writing - Website Report	Biography/ Autobiography	Balanced Argument/ Discussion text	Narrative with a Flashback
DURATION	2 weeks	2 weeks	2 weeks	2 weeks	2 weeks
POSSIBLE TEXTS AND TOPICS	The 1000 Year Old Boy	The 1000 Year Old Boy	The 1000 Year Old Boy	The 1000 Year Old Boy	The 1000 Year Old Boy
VOCABULARY, GRAMMAR, PUNCTUATION AND SPELLING OBJECTIVES	<ul style="list-style-type: none"> • Begins to develop characters and settings through selection of effective vocabulary • Begins to use brackets, dashes or commas to indicate parenthesis • 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 and commas to demarcate relative clauses • Modal verbs to indicate degrees of possibility • Words ending in ‘-ably’ and ‘-ibly’ • Strategies for learning words: words from personal spelling lists and statutory lists 	<ul style="list-style-type: none"> • Brackets, dashes or commas to indicate parenthesis • Links ideas across paragraphs using adverbials of time, place and number or tense choices • Strategies for learning words: homophones • Recap of previous words • Words from statutory and personal spelling lists 	<ul style="list-style-type: none"> • Modal verbs and adverbs to indicate degrees of possibility • Uses commas to clarify meaning or avoid ambiguity • Building words from root words • Homophones 	<ul style="list-style-type: none"> • Links ideas across paragraphs using adverbials of time, place and number or tense choices • Devices to build cohesion within and across paragraphs • Chooses vocabulary to complement purpose • Words with the /i:/ sound spelt ‘ei’ • ie and ei words
OUTCOMES:	Description of settings from first part of story - comparison between modern day and 1000 years ago	Report about events from the story - fire in the woods	Biography of Alfie based on events in text and partly imagined	Advantages and disadvantages of living for 1000 years	Narrative with the children creating their own version of 1000 Year Old Boy with flashback to an important event - link to historical periods chn have studied

If RSC project takes place this term some work will also be based on the play studied

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Summer Term 2022

GENRE	Diary	Letters	Explanation texts/ Instructional	Fantasy Narrative	Non chronological reports	Poetry
DURATION	2 weeks	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	Harry Potter and the Philosopher's Stone	Harry Potter and the Philosopher's Stone	Harry Potter and the Philosopher's Stone The Tyger by Wiliam Blake
VOCABULARY, GRAMMAR, PUNCTUATION AND SPELLING OBJECTIVES	<ul style="list-style-type: none"> • Devices to build cohesion within and across paragraphs • Brackets, dashes and commas to demarcate relative clauses • 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"> • Chooses vocabulary to complement purpose • Modal verbs and adverbs to indicate degrees of possibility • Uses commas to clarify meaning or avoid ambiguity • Words from statutory and personal spelling lists • Proofreading for words on statutory spelling list 	<ul style="list-style-type: none"> • Modal verbs and adverbs to indicate degrees of possibility • Brackets, dashes or commas to indicate parenthesis • Homophones • Proofreading for words on statutory spelling list 	<ul style="list-style-type: none"> • Devices to build cohesion within and across paragraphs • 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"> • Modal verbs and adverbs to indicate degrees of possibility • Brackets, dashes or commas to indicate parenthesis • Use of layout devices • Strategies for learning words: problem suffixes • Homophones 	<ul style="list-style-type: none"> • Chooses vocabulary to complement purpose • Uses commas to clarify meaning or avoid ambiguity • Synonyms and antonyms • Strategies for learning words: words from statutory and personal spelling lists • Spelling aspects from Y5 that are not yet secure
OUTCOMES:	Diary entries in role as Hogwarts students as they begin school	Comparison of formal and informal letters	Text explaining how to care for a mythical creature from the book - dragon, owl etc.	Narrative based on the quest for the Philosopher's Stone	Informative report about life as a student at Hogwarts.	Poems about creatures from Harry Potter (dragons) in the style of The Tyger