

## Long term English planning – Y5

### Autumn Term 2025

GENRE	Recount	Newspaper report	Setting description	Balanced argument	Persuasive leaflet	Narrative – Character description	Diary entry
DURATION	2 weeks	2 weeks	1 week	2 weeks	2 weeks	2 weeks	2 weeks
POSSIBLE TEXTS AND TOPICS	The Girl who Stole an Elephant	The Girl who Stole an Elephant	The Girl who Stole an Elephant	The Girl who Stole an Elephant	Malamander	Malamander	Malamander
VOCABULARY, GRAMMAR, PUNCTUATION OBJECTIVES	<ul style="list-style-type: none"> <li>uses subordinate clauses and fronted adverbials which are correctly punctuated using commas</li> <li>uses a wider range of conjunctions in an increasing range of sentence structures (simple, compound and complex)</li> </ul>	<ul style="list-style-type: none"> <li>uses relative clauses with/without a relative pronoun</li> <li>selects words for effect to support purpose and engage readers' interest</li> </ul>	<ul style="list-style-type: none"> <li>begins to develop characters and settings through selection of effective vocabulary</li> <li>punctuates direct speech correctly, using commas after reporting clause and new speaker, new line</li> </ul>	<ul style="list-style-type: none"> <li>begins to build paragraphs around a topic sentence</li> <li>uses relative clauses with/without a relative pronoun</li> <li>begins to use modal verbs or adverbs for possibility</li> </ul>	<ul style="list-style-type: none"> <li>writes non-narratives using appropriate organisational devices</li> <li>begins to use modal verbs or adverbs for possibility</li> <li>uses brackets, dashes and commas to demarcate relative clauses</li> </ul>	<ul style="list-style-type: none"> <li>punctuates direct speech correctly, using commas after reporting clause and new speaker, new line</li> <li>begins to develop characters and settings through selection of effective vocabulary</li> <li>begins to use brackets, dashes or commas to indicate parenthesis</li> </ul>	<ul style="list-style-type: none"> <li>begins to use modal verbs or adverbs for possibility</li> <li>uses brackets, dashes and commas to demarcate relative clauses</li> <li>begins to use brackets, dashes or commas to indicate parenthesis</li> </ul>
SPELLING	<ul style="list-style-type: none"> <li>Words ending in 'tious' and 'ious'</li> <li>Words ending in 'cious'</li> </ul>	<ul style="list-style-type: none"> <li>Words ending in 'cial'</li> <li>Words ending in 'tial'</li> </ul>	<ul style="list-style-type: none"> <li>Words ending in 'cial' and 'tial'</li> </ul>	<ul style="list-style-type: none"> <li>Challenge Words</li> <li>Words ending in '-ant'</li> </ul>	<ul style="list-style-type: none"> <li>Words ending in '-ance' and '-ancy'</li> <li>Words ending in '-ent' and '-ence'</li> </ul>	<ul style="list-style-type: none"> <li>Words ending in '-able' and '-ible'</li> <li>Words ending in '-ably' and '-ibly'</li> </ul>	<ul style="list-style-type: none"> <li>Challenge Words</li> <li>Words ending in '-able', where the 'e' from the root word remains</li> </ul>
KEY VOCABULARY	<ul style="list-style-type: none"> <li>Recount</li> <li>Chronological order</li> <li>Past tense</li> <li>Summary/ summarise</li> <li>Conjunction</li> <li>Subordinate clause</li> <li>Fronted adverbial</li> </ul>	<ul style="list-style-type: none"> <li>Newspaper report</li> <li>Column</li> <li>Caption</li> <li>Quotation</li> <li>Relative clause/ pronoun</li> </ul>	<ul style="list-style-type: none"> <li>Setting</li> <li>Character</li> <li>Adjectives</li> <li>Figurative language</li> <li>Simile</li> <li>Metaphor</li> <li>Personification</li> <li>Direct speech</li> </ul>	<ul style="list-style-type: none"> <li>Balanced argument</li> <li>Introduction</li> <li>Conclusion</li> <li>For/ against</li> <li>Topic sentence</li> <li>Relative clause</li> <li>Modal verb</li> <li>Adverb for possibility</li> </ul>	<ul style="list-style-type: none"> <li>Persuasion</li> <li>Command</li> <li>Rhetorical question</li> <li>Figurative language</li> <li>Relative clause/ pronoun</li> <li>Modal verb</li> </ul>	<ul style="list-style-type: none"> <li>Narrative</li> <li>Setting</li> <li>Character</li> <li>Atmosphere</li> <li>Figurative language</li> <li>Direct speech</li> <li>Parenthesis</li> <li>Brackets</li> </ul>	<ul style="list-style-type: none"> <li>Diary entry</li> <li>1<sup>st</sup> person</li> <li>Past tense</li> <li>Parenthesis</li> <li>Brackets</li> <li>Dashes</li> <li>Commas</li> <li>Relative clause/ pronoun</li> </ul>

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	<ul style="list-style-type: none"> <li>Expanded noun phrase</li> </ul>		<ul style="list-style-type: none"> <li>Inverted commas</li> </ul>		<ul style="list-style-type: none"> <li>Adverb for possibility</li> </ul>	<ul style="list-style-type: none"> <li>Dashes</li> <li>Commas</li> </ul>	<ul style="list-style-type: none"> <li>Modal verb</li> <li>Adverb for possibility</li> </ul>
OUTCOMES:	Recount of initial chapters	Newspaper report about the jewel theft and theft of the elephant	Description of the jungle setting	Discussion around whether Chaya is a hero or villain	Leaflet to persuade families to visit Eerie-On-Sea	Character description of the Boathook man and narrative building an atmosphere	Diary entry in role as character

### Spring Term 2026

GENRE	Letter	Non-chronological report	Narrative – dialogue focus	Narrative – description and atmosphere	Newspaper report
DURATION	2 weeks	2 weeks	2 weeks	2 weeks	2 weeks
POSSIBLE TEXTS AND TOPICS	The Boy at The Back of the Class	The Boy at The Back of the Class	The Boy at The Back of the Class	The Highwayman	The Highwayman
VOCABULARY, GRAMMAR, PUNCTUATION OBJECTIVES	<ul style="list-style-type: none"> <li>uses modal verbs to indicate degrees of possibility</li> <li>uses brackets, dashes and commas to demarcate relative clauses</li> </ul>	<ul style="list-style-type: none"> <li>begins to use brackets, dashes or commas to indicate parenthesis</li> <li>uses brackets, dashes and commas to demarcate relative clauses</li> <li>begins to build paragraphs around a topic sentence</li> </ul>	<ul style="list-style-type: none"> <li>links 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)</li> <li>uses dialogue to convey character (Y4)</li> </ul>	<ul style="list-style-type: none"> <li>uses modal verbs to indicate degrees of possibility</li> <li>uses brackets, dashes and commas to demarcate relative clauses</li> <li>links 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)</li> </ul>	<ul style="list-style-type: none"> <li>begins to use brackets, dashes or commas to indicate parenthesis</li> <li>uses devices to build cohesion within and across paragraphs</li> <li>writes non-narratives using appropriate organisational devices</li> </ul>
SPELLING	<ul style="list-style-type: none"> <li>Words that are adverbs of time</li> <li>Words with suffixes where the base word ends in ‘fer’</li> </ul>	<ul style="list-style-type: none"> <li>Words with ‘silent’ first letters</li> <li>Words with ‘silent’ letters</li> </ul>	<ul style="list-style-type: none"> <li>Challenge Words</li> <li>Words with ‘ie’ after ‘c’</li> </ul>	<ul style="list-style-type: none"> <li>Words ending in ‘-able’, where the ‘e’ from the root word remains</li> <li>Words ending in ‘-able’, where the ‘e’ from the root word remains</li> </ul>	<ul style="list-style-type: none"> <li>Words ending in ‘-able’, where the ‘e’ from the root word remains</li> <li>Words ending in ‘-able’, where the ‘e’ from the root word remains</li> </ul>

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KEY VOCABULARY	<ul style="list-style-type: none"> <li>• Letter</li> <li>• Brackets</li> <li>• Dashes</li> <li>• Commas</li> <li>• Relative clause/ pronoun</li> <li>• Modal verb</li> <li>• Adverb for possibility</li> <li>• 1<sup>st</sup> person</li> </ul>	<ul style="list-style-type: none"> <li>• Non chronological report</li> <li>• Subheadings</li> <li>• Brackets</li> <li>• Dashes</li> <li>• Commas</li> <li>• Relative clause/ pronoun</li> <li>• Topic sentence</li> <li>• 3<sup>rd</sup> person</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative</li> <li>• Dialogue</li> <li>• Inverted commas</li> <li>• Adverbials</li> <li>• Cohesion</li> <li>• Character</li> <li>• Setting</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative</li> <li>• Description</li> <li>• Character</li> <li>• Setting</li> <li>• Atmosphere</li> <li>• Figurative language</li> <li>• Metaphor</li> <li>• Personification</li> <li>• Simile</li> <li>• Expanded noun phrase</li> <li>• Brackets</li> <li>• Dashes</li> <li>• Commas</li> <li>• Relative clause/ pronoun</li> </ul>	<ul style="list-style-type: none"> <li>• Newspaper report</li> <li>• Column</li> <li>• Caption</li> <li>• Quotation</li> <li>• Subheading</li> <li>• Parenthesis</li> <li>• Brackets</li> <li>• Dashes</li> <li>• Commas</li> </ul>
OUTCOMES	Letter home in role as Ahmet.	Informative report about school as a guide for a new child arriving / informative report about refugees.	Narrative inspired by class text about a new child starting school. Focus on dialogue.	Narrative focused on use of figurative language and building atmosphere.	Re-tell events from the Highwayman in a newspaper report style.

### Summer Term 2026

GENRE	Narrative – Fantasy	Informative/ persuasive report	Biography	Diary entry	Narrative – sequel
DURATION	2 weeks	2 weeks	2 weeks	2 weeks	2 weeks
POSSIBLE TEXTS AND TOPICS	The Nowhere Emporium	The Nowhere Emporium	The Nowhere Emporium	Alma (Literacy Shed video)	Alma (Literacy Shed video)

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VOCABULARY, GRAMMAR, PUNCTUATION OBJECTIVES	<ul style="list-style-type: none"> <li>uses devices to build cohesion within and across paragraphs</li> <li>uses brackets, dashes and commas to demarcate relative clauses</li> </ul>	<ul style="list-style-type: none"> <li>chooses vocabulary to complement purpose</li> <li>uses brackets, dashes and commas to indicate parenthesis</li> <li>uses modal verbs and adverbs to indicate degrees of possibility</li> </ul>	<ul style="list-style-type: none"> <li>uses brackets, dashes and commas to indicate parenthesis</li> <li>uses brackets, dashes and commas to demarcate relative clauses</li> <li>begins to build paragraphs around a topic sentence</li> </ul>	<ul style="list-style-type: none"> <li>uses devices to build cohesion within and across paragraphs</li> <li>uses brackets, dashes and commas to indicate parenthesis</li> <li>uses modal verbs and adverbs to indicate degrees of possibility</li> </ul>	<ul style="list-style-type: none"> <li>chooses vocabulary to complement purpose</li> <li>uses brackets, dashes and commas to demarcate relative clauses</li> </ul>
SPELLING	<ul style="list-style-type: none"> <li>Challenge Words</li> <li>Words that are homophones or near homophones</li> </ul>	<ul style="list-style-type: none"> <li>Words that are homophones (x2)</li> </ul>	<ul style="list-style-type: none"> <li>Words that are homophones or near homophones (x2)</li> </ul>	<ul style="list-style-type: none"> <li>Challenge Words</li> <li>Words with hyphens</li> </ul>	<ul style="list-style-type: none"> <li>Challenge Words</li> <li>Revision Words</li> </ul>
KEY VOCABULARY	<ul style="list-style-type: none"> <li>Narrative</li> <li>Description</li> <li>Character</li> <li>Setting</li> <li>Atmosphere</li> <li>Figurative language</li> <li>Metaphor</li> <li>Personification</li> <li>Simile</li> <li>Expanded noun phrase</li> <li>Brackets</li> <li>Dashes</li> <li>Commas</li> <li>Relative clause/ pronoun</li> <li>Cohesion</li> </ul>	<ul style="list-style-type: none"> <li>Informative</li> <li>Persuasive</li> <li>Subheadings</li> <li>Commands</li> <li>Brackets</li> <li>Dashes</li> <li>Commas</li> <li>Parenthesis</li> <li>Modal verbs</li> <li>Adverbs for possibility</li> </ul>	<ul style="list-style-type: none"> <li>Biography</li> <li>Chronological order</li> <li>Quotation</li> <li>3<sup>rd</sup> person</li> <li>Subheadings</li> <li>Topic sentence</li> <li>Parenthesis</li> <li>Relative clause / pronoun</li> </ul>	<ul style="list-style-type: none"> <li>Diary entry</li> <li>1<sup>st</sup> person</li> <li>Cohesion</li> <li>Fronted adverbials</li> <li>Conjunctions</li> <li>Brackets</li> <li>Dashes</li> <li>Commas</li> <li>Parenthesis</li> <li>Modal verbs</li> <li>Adverbs for possibility</li> </ul>	<ul style="list-style-type: none"> <li>Narrative</li> <li>Atmosphere</li> <li>Vocabulary</li> <li>Figurative language</li> <li>Expanded noun phrase</li> <li>Brackets</li> <li>Dashes</li> <li>Commas</li> <li>Relative clause / pronoun</li> </ul>
OUTCOMES	Fantasy narrative focused on an alternative adventure in the Nowhere Emporium.	Informative report to persuade others to visit the Nowhere Emporium.	Biography of Lucien Silver.	Diary entry about visiting the shop.	A sequel to Alma based on another child visiting the shop.