

## Long Term Year 5 English Planning

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Write to: ENTERTAIN</b>	<b>Write to: INFORM</b>	<b>Write to: ENTERTAIN</b>	<b>Write to: Persuade</b>	<b>Write to: ENTERTAIN</b>	<b>Write to: INFORM</b>
<b>Texts</b> Add book titles to promote Cultural Capital	<ul style="list-style-type: none"> <li>Narrative</li> <li>Poetry – Narrative</li> </ul>	<ul style="list-style-type: none"> <li>Non-Chronological Report</li> <li>Biography</li> <li>Explanations</li> </ul>	<ul style="list-style-type: none"> <li>Myths</li> <li>Topical Writing</li> </ul>	<ul style="list-style-type: none"> <li>Non-Chronological Report</li> <li>Letter</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Short stories</li> <li>Narrative</li> <li>Historical narrative</li> <li>Poetry</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Review/blog</li> <li>Balanced argument</li> </ul>
<b>Spoken Language</b>	<ul style="list-style-type: none"> <li>Listen to, read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction reference books and textbooks.</li> <li>Prepare poems and play to read aloud and to perform, showing understanding through intonation, tone and volume.</li> <li>Discuss and evaluate how authors use language including figurative language, considering the impact on the reader.</li> <li>Ask questions to improve his/her own understanding.</li> <li>Identify and discuss themes and conventions in and across a wide range of writing.</li> <li>Participate in discussions about books that are read to him/her and those that can be read to himself/herself building on his/her own and others' ideas and challenging views courteously.</li> <li>Explain and discuss his/her own understanding of what he/she has read including formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</li> </ul> <p>(Note that there are also some maths, science and music based spoken language targets).</p>					
<b>Word Reading</b>	<ul style="list-style-type: none"> <li>Read aloud and understand the meaning of new words that he/she meets linked to the expectation of Year 5 spelling.</li> </ul>					
<b>Reading Comprehension</b>	<p><b>Maintain positive attitudes to reading and understanding of what he/she reads by:</b></p> <ul style="list-style-type: none"> <li>identifying and discussing themes and conventions in writing.</li> <li>making comparisons within a book.</li> <li>Preparing poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</li> <li>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.</li> <li>Recommending books that he/she reads by recommending books and giving reasons for their choice.</li> </ul> <p><b>Understanding what he/she reads independently by:</b></p> <ul style="list-style-type: none"> <li>checking that the book makes sense to him/her and discussing their understanding and exploring meaning of words in context.</li> <li>Asking questions to improve his/her understanding of complex texts.</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence, illustrating these with quotations.</li> <li>In increasingly complex texts by predicting what might happen from details stated and implied.</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>Discuss and evaluate how authors use language, including figurative language considering the impact on the reader.</li> <li>Distinguish between statements of fact and opinion.</li> </ul>					

	<ul style="list-style-type: none"> <li>Retrieve, record and present information from non-fiction.</li> <li>Participate in discussion about books that are read to him/her and those that can be read for himself/herself building on his/her own and others' ideas and challenging views courteously.</li> </ul>					
<b>Generic Writing Statements (continuous objectives)</b>	<ul style="list-style-type: none"> <li>Plan writing by identifying the audience for the purpose of the writing using similar writing as a model.</li> <li>Plan writing by noting initial ideas, drawing on reading where necessary</li> <li>Draft and write using appropriate grammar and vocabulary (Use English Appendix 2)</li> <li>Draft and write by précising longer passages.</li> <li>Evaluate and edit by assessing the effectiveness of own and others' writing.</li> <li>Evaluate and edit by ensuring mostly consistent use of tense.</li> <li>Ensure correct subject and verb agreement when using singular and plural and when distinguishing between the language of speech and writing.</li> <li>Proof read for spelling errors linked to spelling statements in Year 5</li> <li>Proof read for punctuation errors – brackets, dashes, commas for parenthesis and to clarify meaning.</li> <li>Perform own compositions using appropriate intonation volume and movement so the meaning is clear.</li> </ul>					
<b>Composition Work</b>	<ul style="list-style-type: none"> <li>Plan narratives by looking at authors use of setting and characters.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to choose the right level of formality, considering their audience.</li> <li>Draft and write by using further organisational and presentational devices to structure text and to guide the reader – headings, bullet points and underlining.</li> </ul>	<ul style="list-style-type: none"> <li>Draft and write narratives describing setting, character and integrating dialogue to convey character.</li> <li>To begin to explore differences between formal and informal speech through dialogue – slang, contractions etc.</li> </ul>	<ul style="list-style-type: none"> <li>Understand and write in the 2nd person.</li> <li>Recognise the use of hyperbole.</li> </ul>	<ul style="list-style-type: none"> <li>Plan narratives that begin to develop atmosphere.</li> <li>Recognise the difference in formality between direct and indirect speech and begin in to use within their writing.</li> </ul>	<ul style="list-style-type: none"> <li>Embedding earlier objectives.</li> </ul>
<b>Sentence Work</b>	<ul style="list-style-type: none"> <li>Link ideas across paragraphs using adverbials of time, place and number</li> <li>use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly</li> <li>Use relative clauses beginning with who, which, where, when, whose that or when the omitted relative pronoun.</li> </ul>	<ul style="list-style-type: none"> <li>Use apostrophe's accurately</li> </ul>	<ul style="list-style-type: none"> <li>Draft and write by using cohesive devices to build cohesion within and across sentences and paragraphs e.g. then, after this, firstly.</li> </ul>	<ul style="list-style-type: none"> <li>Use brackets, dashes and commas for parenthesis</li> </ul>	<ul style="list-style-type: none"> <li>Use commas to clarify meaning and avoid ambiguity.</li> <li>Use a wide range of sentence types including complex</li> </ul>	<ul style="list-style-type: none"> <li>Embedding earlier objectives.</li> </ul>

<b>Word Work</b>	<ul style="list-style-type: none"> <li>Use different verb forms mostly accurately with consideration for audience and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Convert nouns and adjectives into verbs using suffixes ate, ise and ify.</li> <li>Use technical vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Use a thesaurus.</li> </ul>	<ul style="list-style-type: none"> <li>Use superlatives.</li> <li>Imperative verbs</li> <li>Indicate degrees of possibility using adverbs, or modal verbs – might, should, will, must.</li> </ul>	<ul style="list-style-type: none"> <li>Understand verb prefixes – dis, de, mis, over, re</li> </ul>	<ul style="list-style-type: none"> <li>Embedding earlier objectives.</li> </ul>
<b>Spelling</b>	<p><b>Target Tracker:</b></p> <ul style="list-style-type: none"> <li>Spell words with the letter string ough</li> <li>Words from Appendix 1</li> <li>Use the first three or four letters of words to check it for meaning in the dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>Revision of Year 3/4 wordlist.</li> <li>Homophones</li> <li>Year 5/6 word list.</li> <li>Words ending in ious</li> </ul>	<ul style="list-style-type: none"> <li>Words ending in able and ible</li> <li>Words ending in ious</li> <li>Words ending in ably and ibly</li> <li>Homophones and near homophones</li> </ul>	<ul style="list-style-type: none"> <li>Year 5/6 words</li> <li>Silent letters</li> <li>Words ending in ant and ent</li> <li>Words ending in ance, ancy, ence, ency</li> </ul>	<ul style="list-style-type: none"> <li>Prefixes – dis, im, ir, mis, in, il</li> <li>Converting nouns and adjectives into verbs</li> <li>Homophones</li> </ul>	<ul style="list-style-type: none"> <li>Embedding earlier objectives.</li> </ul>
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>Write increasingly legibly, fluently and with increasing speed through improving choices of letter shape and deciding whether it should be joined or not to some specific letters.</li> </ul>	<ul style="list-style-type: none"> <li>Embedding earlier objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Embedding earlier objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Embedding earlier objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Embedding earlier objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Embedding earlier objectives.</li> </ul>
<b>Grammatical Terminology</b>	<ul style="list-style-type: none"> <li>Relative Pronoun</li> <li>Relative Clause</li> </ul>	<ul style="list-style-type: none"> <li>Embedding earlier objectives</li> </ul>	<ul style="list-style-type: none"> <li>Cohesion</li> </ul>	<ul style="list-style-type: none"> <li>Modal verb</li> <li>Parenthesis</li> <li>Bracket</li> <li>Dash</li> </ul>	<ul style="list-style-type: none"> <li>Ambiguity</li> </ul>	<ul style="list-style-type: none"> <li>Embedding earlier objectives.</li> </ul>