

Long Term Year 5 English Planning

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

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

Word Work	<ul style="list-style-type: none"> Use different verb forms mostly accurately with consideration for audience and purpose. 	<ul style="list-style-type: none"> Convert nouns and adjectives into verbs using suffixes ate, ise and ify. Use technical vocabulary. 	<ul style="list-style-type: none"> Use a thesaurus. 	<ul style="list-style-type: none"> Use superlatives. Imperative verbs Indicate degrees of possibility using adverbs, or modal verbs – might, should, will, must. 	<ul style="list-style-type: none"> Understand verb prefixes – dis, de, mis, over, re 	<ul style="list-style-type: none"> Embedding earlier objectives.
Spelling	<p>Target Tracker:</p> <ul style="list-style-type: none"> Spell words with the letter string ough Words from Appendix 1 Use the first three or four letters of words to check it for meaning in the dictionary. 	<ul style="list-style-type: none"> Revision of Year 3/4 wordlist. Homophones Year 5/6 word list. Words ending in ious 	<ul style="list-style-type: none"> Words ending in able and ible Words ending in ious Words ending in ably and ibly Homophones and near homophones 	<ul style="list-style-type: none"> Year 5/6 words Silent letters Words ending in ant and ent Words ending in ance, ancy, ence, ency 	<ul style="list-style-type: none"> Prefixes – dis, im, ir, mis, in, il Converting nouns and adjectives into verbs Homophones 	<ul style="list-style-type: none"> Embedding earlier objectives.
Handwriting	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Embedding earlier objectives. 	<ul style="list-style-type: none"> Embedding earlier objectives. 	<ul style="list-style-type: none"> Embedding earlier objectives. 	<ul style="list-style-type: none"> Embedding earlier objectives. 	<ul style="list-style-type: none"> Embedding earlier objectives.
Grammatical Terminology	<ul style="list-style-type: none"> Relative Pronoun Relative Clause 	<ul style="list-style-type: none"> Embedding earlier objectives 	<ul style="list-style-type: none"> Cohesion 	<ul style="list-style-type: none"> Modal verb Parenthesis Bracket Dash 	<ul style="list-style-type: none"> Ambiguity 	<ul style="list-style-type: none"> Embedding earlier objectives.