Year 5 English Long Term Plan

	Autumn 1 7 weeks		Autumn 2 7 weeks	
Curriculum Areas	Rainforests Animals & Habitats		Anglo-Saxons Properties And Changes Of Materials	
CLPE Texts	Journey To The River Sea – Eva Ibbotson (4 weeks)	Varmints – Helen Ward (3 weeks)	Wonderland: Alice in Poetry - Edited by Michaela Morgan (3 weeks)	A Boy and a Bear in a Boat - David Shelton (3-4 weeks)
Writing Outcomes	Poetry A note to a friend Diary entries Notes for research Timetables Annotated maps Notes of advice Narrative fiction Letters	Creating a descriptive piece about characters and events Persuasive poster Writing in role as a character Note taking Written argument Newspaper article Poetry Write a commentary Letter Script writing Story writing	Art and illustration related to poems studied Written responses to poems studied Poetry performance Text marking Drafting, redrafting and writing poetry in different forms Published poems	Creating a descriptive piece about characters and events Writing in role as a character Note taking Script writing Poetry Comic strip
Grammar Focus	Revision of objectives Year 1 - 4: See below for all objectives – after assessment identify key objectives for revision.	• use expanded noun phrases to convey complicated information concisely • indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	• converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re–] • relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	• devices to build cohesion within a paragraph [for example, then, after that, this, firstly] • Create and punctuate complex sentences using ing opening clauses

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	Spring 1 5 weeks	Spring 2 6 weeks	
Curriculum Areas	Food Properties And Changes Of Materials	Ancient Baghdad Earth & Space	
CLPE Texts	**Clockwork – Philip Pullman (4 weeks)**	**Cosmic Disco - Grace Nichols (3 weeks)**	**One Thousand and One Arabian Nights by Geraldine McCaughrean (2 weeks)**
Writing Outcomes	Letter writing Comic strip Character summaries Newspaper report Argument Narrative	Poems inspired by the collection Note taking	Lists Letter writing Persuasive notes A longer narrative – storywriting Notes for debate
Grammar Focus	• linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] • Create and punctuate complex sentences using ed opening clauses	• create and punctuate complex sentences using simile starters • use expanded noun phrases to convey complicated information concisely	• relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun

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	Summer 1 6 weeks	Summer 2 6 weeks	
Curriculum Areas	The UK Forces	Ancient Greece Animals Including Humans	
CLPE Texts	Shackleton's Journey – William Grill (5 weeks)	The Adventures of Odysseus (4 weeks)	Princess' Blanket – Carol Anne Duffy (2 weeks)
Writing Outcomes	Drawing and annotating Note writing in role as character Reading journals Text marking Story mapping Character description List poetry Letter writing Instructions Log writing Newspaper reports Speeches Recount Quote	Information posters Letters Annotated storyboards Diaries Speeches Notes for a debate Story writing Newspaper articles	Note taking Written argument Newspaper article Poetry Write a commentary Letter Script writing Story writing
Grammar Focus	• use of commas to clarify meaning or avoid ambiguity • punctuation - brackets, dashes or commas to indicate parenthesis	• indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	Revision of Year 5 grammar objectives

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Year 1: Detail of content to be introduced (statutory requirement)	
Word	Regular **plural noun suffixes** –s or –es [for example, *dog, dogs; wish, wishes*], including the effects of these suffixes on the meaning of the noun **Suffixes** that can be added to **verbs** where no change is needed in the spelling of root words (e.g. *helping, helped, helper*) How the **prefix** *un*– changes the meaning of **verbs** and **adjectives** [negation, for example, *unkind*, or undoing: *untie the boat*]
Sentence	How **words** can combine to make **sentences** Joining **words** and joining **clauses** using *and*
Text	Sequencing **sentences** to form short narratives
Punctuation	Separation of **words** with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences** Capital letters for names and for the personal **pronoun** *I*
Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

Year 2: Detail of content to be introduced (statutory requirement)	
Word	Formation of **nouns** using **suffixes** such as –*ness*, –*er* and by compounding [for example, *whiteboard, superman*] Formation of **adjectives** using **suffixes** such as –*ful*, –*less* (A fuller list of **suffixes** can be found in the year 2 spelling section in English Appendix 1) Use of the **suffixes** –*er*, –*est* in **adjectives** and the use of –ly in Standard English to turn adjectives into **adverbs**
Sentence	**Subordination** (using *when, if, that, because*) and **co-ordination** (using *or, and, but*) Expanded **noun phrases** for description and specification [for example, *the blue butterfly, plain flour, the man in the moon*] **How the grammatical patterns in a sentence indicate its function as a** statement, question, exclamation or command
Text	Correct choice and consistent use of **present tense** and **past tense** throughout writing Use of the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress [for example, *she is drumming, he was shouting*]
Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences** Commas to separate items in a list **Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*]
Terminology for pupils	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

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Year 3: Detail of content to be introduced (statutory requirement)	
Word	Formation of **nouns** using a range of **prefixes** [for example *super–*, *anti–*, *auto–*]
	Use of the **forms** *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel** [for example, *a rock*, *an open box*]
	Word families based on common **words**, showing how words are related in form and meaning [for example, *solve, solution, solver, dissolve, insoluble*]
Sentence	Expressing time, place and cause using **conjunctions** [for example, *when, before, after, while, so, because*], **adverbs** [for example, *then, next, soon, therefore*], or **prepositions** [for example, *before, after, during, in, because of*]
Text	Introduction to paragraphs as a way to group related material
	Headings and sub-headings to aid presentation
	Use of the **present perfect** form of **verbs** instead of the simple past [for example, *He has gone out to play* contrasted with *He went out to play*]
Punctuation	Introduction to inverted commas to **punctuate** direct speech
Terminology for pupils	preposition, conjunction
	word family, prefix
	clause, subordinate clause
	direct speech
	consonant, consonant letter vowel, vowel letter
	inverted commas (or 'speech marks')

Year 4: Detail of content to be introduced (statutory requirement)	
Word	The grammatical difference between **plural** and **possessive** *–s*
	Standard English forms for **verb inflections** instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*]
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*)
	Fronted adverbials [for example, <u>*Later that day*</u>, *I heard the bad news.*]
Text	Use of paragraphs to organise ideas around a theme
	Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid **cohesion** and avoid repetition
Punctuation	Use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*]
	Apostrophes to mark **plural** possession [for example, *the girl's name, the girls' names*]
	Use of commas after **fronted adverbials**
Terminology for pupils	determiner
	pronoun, possessive pronoun
	adverbial

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Year 5: Detail of content to be introduced (statutory requirement)	
Word	Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example, *–ate; –ise; –ify*]
	Verb prefixes [for example, *dis–, de–, mis–, over– and re–*]
Sentence	**Relative clauses** beginning with *who, which, where, when, whose, that,* or an omitted relative pronoun
	Indicating degrees of possibility using **adverbs** [for example, *perhaps, surely*] or **modal verbs** [for example, *might, should, will, must*]
Text	Devices to build **cohesion** within a paragraph [for example, *then, after that, this, firstly*]
	Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before]
Punctuation	Brackets, dashes or commas to indicate parenthesis
	Use of commas to clarify meaning or avoid ambiguity
Terminology for pupils	modal verb, relative pronoun
	relative clause
	parenthesis, bracket, dash
	cohesion, ambiguity