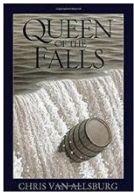
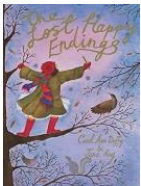
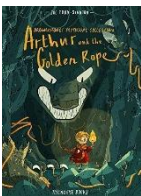
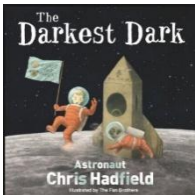
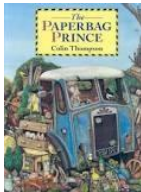
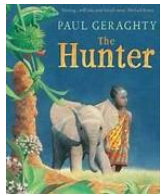
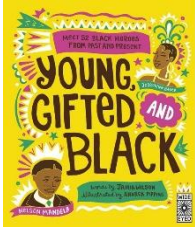
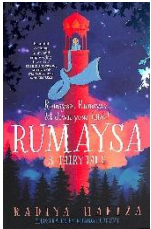
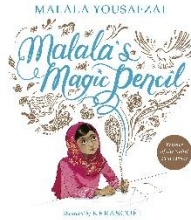
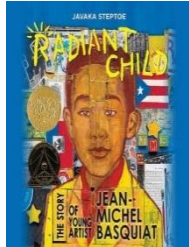
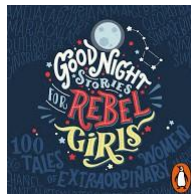
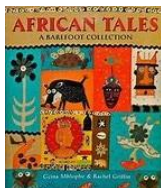
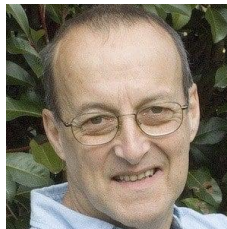




## Year 5 English Long-Term Plan: Writing, Reading and Oracy

| Year 5                                   |                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                           |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                          |
|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                          | Autumn Term                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                            | Spring Term                                                                                                                                                                                               |                                                                                                                                                                                                                                                         | Summer Term                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                          |
|                                          | Autumn 1                                                                                                                                                                                                                                          | Autumn 2                                                                                                                                                                                                                                                                                   | Spring 1                                                                                                                                                                                                  | Spring 2                                                                                                                                                                                                                                                | Summer 1                                                                                                                                                                                                                                                         | Summer 2                                                                                                                                                                                                                                                                                                 |
| <b>Focus Text &amp; Writing Outcomes</b> | <b><u>Queen of the falls by Chris Van Allsburg</u></b><br>                                                                                                       | <b><u>The Lost Happy Endings by Carol Ann Duffy</u></b><br>                                                                                                                                               | <b><u>Arthur and the Golden Rope by Joe Todd-Stanton</u></b><br>                                                        | <b><u>The Darkest Dark by Chris Hadfield</u></b><br>                                                                                                                 | <b><u>The Paperbag Prince by Colin Thompson</u></b><br>                                                                                                                       | <b><u>The Hunter by Paul Geraghty</u></b><br>                                                                                                                                                                         |
|                                          | <b>Final Writing Outcome – fiction:</b><br>Recount: series of diary entries<br><br><b>Incidental Writing Opportunities:</b><br>Letter, recount, postcard<br><br><b>Revisit outcome:</b><br>Information text about Niagara Falls (Y4, Sp1 revisit) | <b>Final Writing Outcome – fiction</b><br>traditional tale<br><br><b>Incidental Writing Opportunities:</b><br>Setting description, character dialogue, character descriptions, letter, character profiles<br><br><b>Revisit outcome:</b><br>Recount through a diary entry (Y5, A1 revisit) | <b>Final Writing Outcome – fiction: Write a narrative in the form of a myth</b><br><br><b>Incidental Writing Opportunities:</b><br>Retell with dialogue, character profiles, setting description, recount | <b>Final Writing Outcome – non-fiction: Recount (formal biography)</b><br><br><b>Incidental Writing Opportunities:</b><br>Diary, setting description, recount, letter (formal)<br><br><b>Revisit outcome:</b><br>section of narrative (Y5, Sp1 revisit) | <b>Final Writing Outcome – non-fiction: Persuasion/ information: hybrid leaflet</b><br><br><b>Incidental Writing Opportunities:</b><br>Setting descriptions, letter, diary<br><br><b>Revisit outcome:</b><br>recount through a letter (formal) (Y5, Sp2 revisit) | <b>Final Writing Outcome – fiction: Adventure story</b><br><br><b>Incidental Writing Opportunities:</b><br>Explanation, character description, dialogue between characters, recount, setting description, letter, leaflet (persuade and inform)<br><br><b>Revisit outcome:</b><br>persuasion/information |

|                                                                                                 |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                 |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                    | <b>Revisit outcome:</b><br>Recount in the form of a newspaper report<br><b>(Y4, A2, Sp2 revisit)</b>                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                       | hybrid leaflet on hunting<br><b>(Y5, Su1 revisit)</b>                                                                                                                                                                                                                                                         |
| <b><u>Celebration of Diversity and Inclusion</u></b><br><b><u>Text and Writing Outcomes</u></b> | <b>Who inspires me?</b><br><b><u>Young, Gifted and Black</u> by Jamia Wilson</b><br><br><b>Final Writing Outcome – non-fiction:</b> Recount in the form of a biography<br><b>(Y5, A1 revisit)</b> | <b>How can embracing uniqueness make you stronger?</b><br><b><u>Rumaysa: A Fairytale</u> by Radiya Hafiza</b><br><br><b>Final Writing Outcome – fiction:</b> Recount through a series of diary entries<br><b>(Y5, A1 revisit)</b> | <b>Can you put a value on loyalty and trust?</b><br><b><u>Kai and the Monkey King</u> by Joe Todd-Stanton</b><br><br><b>Final Writing Outcome – fiction:</b> Section of linear narrative (plot-driven)<br><b>(Y5, A21 revisit)</b> | <b>How can I make my voice heard?</b><br><b><u>Malala's Magic Pencil</u> by Malala Yousafzai</b><br><br><b>Final Writing Outcome – non-fiction:</b> Report in the form of a newspaper report including an interview<br><b>(Y5, Sp1 revisit)</b> | <b>What is my role in protecting the planet?</b><br><b><u>The Brilliant Deep</u> by Kate Messner</b><br><br><b>Final Writing Outcome – non-fiction:</b> persuasive speech<br><b>(Y3/4 revisit)</b> | <b>What's more important: popularity or creativity and individuality?</b><br><b><u>Radiant Child</u> by Javaka Steptoe</b><br><br><b>Final Writing Outcome – non-fiction:</b> Formal biography<br><b>(Y5, Sp2 revisit)</b> |

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|----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><u>Reading</u><br/><u>Focus: Texts and Skills</u></p> | <p><b>Goodnight Stories For Rebel Girls</b><br/>Elena Favilli</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p><b>Faery Tales</b> by Carol Ann Duffy</p>  | <p><b>Odd and the Frost Giants</b><br/>Neil Gaiman</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><b>Exploring Space by The Literacy Company, Planet Unknown</b> by Shawn Wang (film)</p>                         | <p><b>The Last Wild</b><br/>Pier Torday</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>African Tales: A Collection</b> by Gcina Mhlophe and Rachel Griffin</p>  |
| <p><u>Class Author Study</u></p>                         | <p><b>Michael Morpurgo</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><b>Carole Anne Duffy</b></p>               | <p><b>David Weisner</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>Robert Swindells</b></p>  | <p><b>Colin Thompson</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p><b>Louis Sachar</b></p>                                                     |
| <p><u>Oracy Curriculum and Skill Development</u></p>     | <p><b>Can we use facts and structure to change someone's mind?</b></p> <p><b>Focus:</b> Structured Talk<br/><b>Mastery skills:</b> Able to speak formally and clearly using full sentences and sequencing words to connect ideas. Can organize speeches logically with an introduction, key points, and conclusion, and support arguments with relevant geographical facts and evidence.</p> <p><b>Oracy Strands:</b> Cognitive, Linguistic<br/><b>Oracy Outcome:</b> <i>Persuasive writing presentations</i></p> <ul style="list-style-type: none"><li>- A travel presenter persuading tourists to visit the Alps</li><li>- An environmentalist persuading listeners to protect alpine ecosystems</li></ul> |                                                                                                                                | <p><b>How do different perspectives help us understand big issues?</b></p> <p><b>Focus:</b> Panel Discussion Environmental debate, moral dilemmas<br/><b>Mastery skills:</b> Able to explain and respond to different viewpoints clearly and respectfully in formal discussions. Can listen with empathy, use facts and evidence to support arguments, and adapt tone and language to suit the audience and context.</p> <p><b>Oracy Strands:</b> Social &amp; Emotional, Cognitive<br/><b>Oracy Outcome:</b> <i>Why do oceans matter?</i><br/>In this panel discussion, pupils take on different roles to explore the essential</p> |                                                                                                                    | <p><b>Is this the career for me – and can I convince you?</b></p> <p><b>Focus:</b> Speech Writing &amp; Delivery<br/><b>Mastery skills:</b> Able to use persuasive techniques such as emotive language and rhetorical questions to engage and inspire an audience. Can organise ideas clearly, speak confidently about future goals, and communicate personal aspirations with enthusiasm and purpose.</p> <p><b>Oracy Strands:</b> Physical, Cognitive<br/><b>Oracy Outcome:</b> <i>Public speaking on ambitions and career goals (linked to PSHCE Economic Well-Being)</i><br/>Prepare mini careers showcase with the whole class</p> |                                                                                                                                                                   |

- A local resident explaining why people should (or shouldn't) live in the mountains

question: "Why do oceans matter?"  
through different perspectives