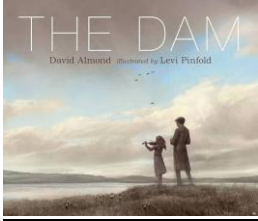
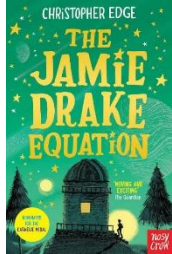
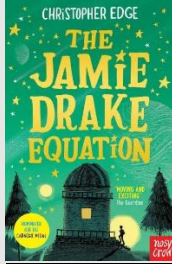
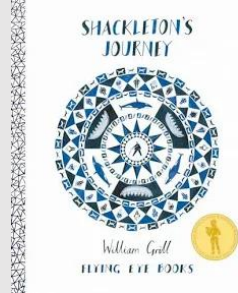
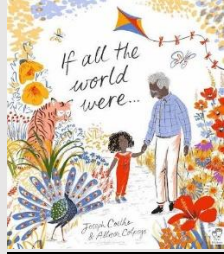




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Year 5

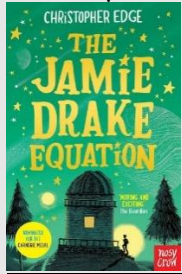
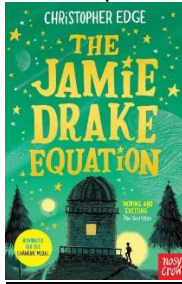
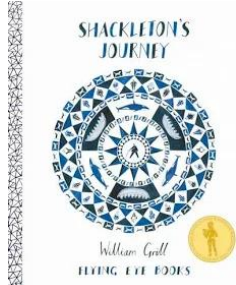
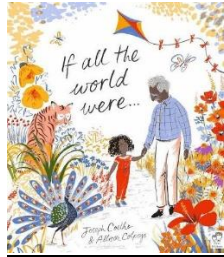


Autumn 1	Autumn 2	Spring	Spring	Summer 1	Summer 2
The Arrival by Shaun Tan  WE - Poetry	The Dam by David Almond & Levi Pinfold  WE - Descriptive writing	The Jamie Drake Equation by Christopher Edge  WP - Persuasive letter	The Jamie Drake Equation by Christopher Edge  WI - Biography	Shackleton's Journey  WE - Narrative	If all the Worlds Were by Joseph Coelho  WI - Diary
Success Criteria Extended Metaphor Personification Poetic Voice Rhythm or free verse Imagery & Emotion Structure for Effect	Success Criteria	Success Criteria Title Introduction Persuasive Techniques Paragraph Structure Model Verbs Conclusion	Success Criteria Title Personal Voice Emotive Language Paragraph Structure Reflection & Insight Past Tense	Success Criteria Figurative Language Shifting Viewpoints Cohesive Devices Dialogue for Effect Descriptive setting Internal thoughts	Success Criteria Autobiographical Elements Reflection & Insight Emotive Language Paragraph Structure Past Tense Personal Voice
SPaG to be Taught Expanded noun phrases with multiple modifiers Figurative language (metaphor, personification, symbolism) Modal verbs for tone (might, could, should) Adverbials for effect (silently, cautiously, unexpectedly)	SPaG to be Taught Expanded noun phrases with embedded detail Fronted prepositional phrases Precise vocabulary & figurative language Cohesive devices across paragraphs	SPaG to be Taught Modal verbs for persuasion Emotive language Formal conjunctions Cohesive devices for argument	SPaG to be Taught Relative clauses Parenthesis Present perfect tense Cohesion across longer texts	SPaG to be Taught Expanded noun phrases for historical detail Passive voice for formality Cohesion across chapters Modal verbs for uncertainty & possibility	SPaG to be Taught First-person viewpoint Informal tone Adverbials of time Cohesion through personal reflection
SPaG to be revisited Fronted adverbials Cohesion (Y4) Precise vocabulary choices Sentence variety	SPaG to be revisited Parenthesis Relative clauses Modal verbs	SPaG to be revisited Parenthesis Relative clauses Adverbials	SPaG to be revisited Passive voice Technical vocabulary Formal tone	SPaG to be revisited Dialogue punctuation Complex sentences Relative clauses	SPaG to be revisited Parenthesis Relative clauses Expanded noun phrases



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The Promise by Nicola Davis & Laura Carlin  WI - Newspaper	Christmas Advert, The Bear and The Hare.  WD - Balanced Argument	The Jamie Drake Equation by Christopher Edge  WI - Non-chronological report	The Jamie Drake Equation by Christopher Edge  WE - Narrative	Shackleton's Journey  WD - Balanced Argument	If all the Worlds Were by Joseph Coelho  WI - Non-Chron (fact File)
Success Criteria Autobiographical Elements Reflection & Insight Emotive Language Paragraph Structure Past Tense Personal Voice	Success Criteria Title Introduction Balanced Paragraphs Modal verbs Formal Tone Conclusion	Success Criteria Passive Voice Cohesion Devices Technical Vocabulary Paragraph Structure Audience Awareness Formal Register	Success Criteria Figurative Language Shifting Viewpoints Cohesive Devices Dialogue for Effect Descriptive setting Internal thoughts	Success Criteria Title Introduction Balanced Paragraphs Modal Verbs Formal Tone Conclusion	Success Criteria Passive Voice Cohesion Devices Technical Vocabulary Paragraph Structure Audience Awareness Formal Register
SPaG to be Taught Reported & direct speech Formal tone Parenthesis (brackets, dashes, commas) Relative clauses (who, which, where, when)	SPaG to be Taught Conjunctions for reasoning (however, therefore, consequently) Adverbials of possibility (perhaps, possibly, certainly) Formal tone & structure Paragraphs organised by viewpoint	SPaG to be Taught Technical vocabulary Passive voice Formal tone Paragraphs organised by theme	SPaG to be Taught Dialogue to advance action Complex sentences Atmospheric vocabulary Tense control in multi-chapter writing	SPaG to be Taught Formal conjunctions Adverbials of cause/effect Paragraphs structured by viewpoint Emotive & persuasive vocabulary	SPaG to be Taught Technical vocabulary Passive voice Formal tone Organisational devices (subheadings, bullet points, diagrams)
SPaG to be revisited Paragraph cohesion Prepositional phrases Expanded noun phrases	SPaG to be revisited Parenthesis Relative clauses Reported speech	SPaG to be revisited Modal verbs Adverbials Expanded noun phrases	SPaG to be revisited Relative clauses Parenthesis Fronted adverbials	SPaG to be revisited Passive voice Modal verbs Parenthesis	SPaG to be revisited Adverbials Modal verbs Paragraph cohesion
PVPG Writing focus: poetry, description PVPG focus: - Advanced noun phrases - Modal verbs - Fronted prepositional phrases		PVPG Writing focus: persuasive letter, biography, narrative PVPG focus: - Relative clauses - Parenthesis - Passive voice		PVPG Writing focus: balanced argument, non-chron report PVPG focus: - Clause stacking - Formal verb phrases - Participial phrases	

You must replace one of these with a recount from a visit or visitor that you have done.

 Grey boxes indicate that these pieces are the ones that should be written as a best piece for the Writing Journal. There should be 7 final pieces. Your 7th piece should be a recount of something they have done in school Which can be swapped for one of the above



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National Curriculum Coverage – See below



English Long-Term Plan Year 5



Year 5/6

Statutory requirements
Spelling (see English Appendix 1) Pupils should be taught to:
- use further prefixes and suffixes and understand the guidance for adding them - spell some words with 'silent' letters [for example, knight, psalm, solemn] - continue to distinguish between homophones and other words which are often confused - use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 - use dictionaries to check the spelling and meaning of words - use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary - use a thesaurus.

Statutory requirements
Handwriting and presentation Pupils should be taught to:
- write legibly, fluently and with increasing speed by: - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters - choosing the writing implement that is best suited for a task.

Statutory requirements
Pupils should be taught to:
- plan their writing by: - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed - draft and write by: - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - precising longer passages - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] - evaluate and edit by: - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register - proof-read for spelling and punctuation errors
perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Statutory requirements
Pupils should be taught to:
- develop their understanding of the concepts set out in English Appendix 2 by: - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms - using passive verbs to affect the presentation of information in a sentence - using the perfect form of verbs to mark relationships of time and cause - using expanded noun phrases to convey complicated information concisely - using modal verbs or adverbs to indicate degrees of possibility - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun - learning the grammar for years 5 and 6 in English Appendix 2 - indicate grammatical and other features by: - using commas to clarify meaning or avoid ambiguity in writing - using hyphens to avoid ambiguity - using brackets, dashes or commas to indicate parenthesis - using semi-colons, colons or dashes to mark boundaries between independent clauses - using a colon to introduce a list - punctuating bullet points consistently - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

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

Year 6: Detail of content to be introduced (statutory requirement)	
Word	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out - discover; ask for - request; go in - enter] How words are related by meaning as synonyms and antonyms [for example, big, large, little]
Sentence	Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as <i>If I were</i> or <i>Were they</i> to come in some very formal writing and speech]
Text	Linking ideas across paragraphs using a wider range of cohesive devices : repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipses Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Punctuation	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]
Terminology for pupils	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

	Writing to entertain	Writing to inform	Writing to persuade	Writing to discuss
Year 1 & 2 (KS1)	Story Description Poetry	Recount Letter Instruction		
Year 3 & 4 (KS2)	Narrative Description Poetry	Explanation Recount Biography Newspaper	Advert Letter Poster	
Year 5 & 6 (UKS2)	Narrative Description Poetry	Reports Biography Newspaper Essay	Advertising Speech Campaign	Argument Newspaper Review

The 4 main writing purposes, and some of the 'text types' that could fall under each.

Spelling Revision of work done in previous years
Endings which sound like /əʃəs/ spelt -cious or -tious, Endings which sound like /əʃəl/, Words ending in -ant, -ance/-ancy, -ent, -ence/-ency, Words ending in -able and -ible Words ending in -ably and -ibly, Adding suffixes beginning with vowel letters to words ending in -fer, Use of the hyphen, Words with the /i:/ sound spelt ei after c, Words containing the letter-string ough, Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word), Homophones and other words that are often confused,