

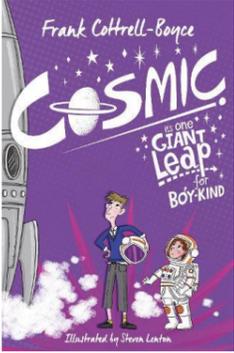
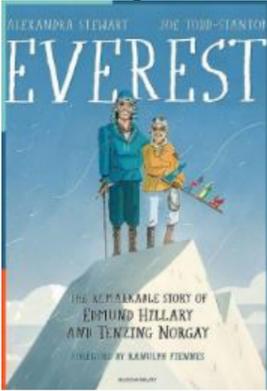


English Long-Term Plan

Year 5

2025-2026



Autumn Topic	Spring Topic	Summer Topic
<p>Text:</p> <p>Cogheart by Peter Bunzl</p> 	<p>Text Cosmic by Frank Cottrell-Boyce</p>  <p>Read Out Poetry Book by Brian Moses</p>	<p>Text:</p> <p>Everest by Alexandre Stewart & Joe Todd-Stanton</p> 
<p>Text Types:</p> <p>WE - Poetry</p> <p>WE - Descriptive writing</p> <p>WD - Balanced Argument</p> <p>WI - Newspaper</p>	<p>Text Types:</p> <p>WP - Persuasive letter</p> <p>WI - Non-chronological report</p> <p>WI - Biography</p> <p>WE - Narrative</p>	<p>Text Types:</p> <p>WE - Narrative</p> <p>WD - Balanced Argument</p> <p>WI - Diary</p> <p>WI - Non-Chron (fact File)</p>
<p>Text Features:</p> <p>Newspaper</p> <ul style="list-style-type: none"> Layout features - headlines, Introduction (5Ws), photos with captions, 	<p>Text Features:</p> <p>Description/narrative</p>	<p>Text Features:</p> <p>Description/narrative</p>



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- Direct and reported speech
- Third person and past tense
- Facts
- Time adverbials

Poetry

- Figurative language - expanded noun phrases, alliteration, similes, metaphors, onomatopoeia

Description/narrative

- Figurative language - powerful adjectives, expanded noun phrases, alliteration, similes, metaphors, onomatopoeia, personification, hyperbole

Balanced Argument

- Fronted Adverbials
- Modal Verbs
- Casual Conjunctions
- Relative Clauses
- Subordinating Clause
- Expanded Noun Phrases

SPAG Lesson Coverage:

- Revisit Proper Nouns
- Adverbs of Possibility
- Converting nouns and adjectives into verbs (suffixes -ate, -ise, -ify)
- Tenses: Past and Present Progressive and Present Perfect
- Revisit Possessive Plural Apostrophes
- Revisit expanded noun phrases

- Figurative language - powerful adjectives, expanded noun phrases, alliteration, similes, metaphors, onomatopoeia, personification, hyperbole
- Subordinate Clauses
- Relative Clauses
- Brackets for parenthesis

Persuasion - speech:

- Imperative Verbs
- Adverbs of Possibility
- Subjunctive Form
- Short Sentences
- Rhetorical Questions
- Relative clauses
- Parenthesis

Report

- Expanded noun phrases
- Passive Voice
- Relative clauses
- Subordinate Clauses
- Colons
- Parenthesis
- Layout features - heading, subheadings ect

Poetry

- Figurative language - expanded noun phrases, alliteration, similes, metaphors, onomatopoeia
- Sentence

Narrative

- Subordinate clauses
- Relative clauses

- Expanded noun phrases
- Adverbs and adverbials
- Short sentences for effect

Balanced Argument

- Subordinating Clause
- Modal Verbs
- Relative Clauses
- Adverbials
- Expanded Noun Phrases

Persuasion:

- Rhetorical questions
- Emotive language
- Repetition
- Imperative verbs
- Layout features

Newspaper

- Layout features
- Direct and reported speech
- Third person and past tense



English Long-Term Plan

Year 5

2025-2026



- Adverbs
- Degrees of Possibility - Modal Verbs
- Verb Prefixes dis-, de-, mis-, over-, re-
- Revisit Verb Inflections and Standard English
- Revisit Inverted Commas

- Expanded noun phrases
- Similes
- Direct speech

Biography

- Subheadings
- Passive Voice
- Fronted adverbials
- Relative clauses
- Brackets for parenthesis
- Dashes for parenthesis

SPAG Lesson Coverage:

- Revisit Prepositions
- Prefixes: in-, im-, ir- and il-
- Revisit Coordinating Conjunctions
- Revisit using inverted commas (changing the position of the reporting clause)
- Parenthesis - Brackets
- Commas for meaning and clarity
- Revisit determiners
- Revisit subordinating conjunctions
- Linking paragraphs and adverbials
- Revisit direct and indirect (reported) speech

- Time adverbials

Recount/Biography

- Paragraphs
- Subordinating conjunctions
- Expanded Noun Phrases
- Relative Clauses
- Passive Voice

Letter

- Paragraphs
- Subordinating conjunctions
- Expanded Noun Phrases
- Relative Clauses
- Passive Voice

SPAG Lesson Coverage:

- Revisit pronouns and possessive pronouns
- Revisit word families
- Revisit subordinate clauses
- Writing cohesive paragraphs
- Parenthesis - Commas
- Homophones



English Long-Term Plan

Year 5

2025-2026



		<ul style="list-style-type: none">● Revisit adverbials/fronted adverbials● Dictionary work● Relative clauses● Editing and Evaluating● Parenthesis - Dashes
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National Curriculum Coverage - See below



English Long-Term Plan

Year 5

2025-2026



Year 5/6

Statutory requirements
Spelling (see English Appendix 1)
Pupils should be taught to:
<ul style="list-style-type: none"> 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:
<ul style="list-style-type: none"> write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> 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:
<ul style="list-style-type: none"> plan their writing by: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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:
<ul style="list-style-type: none"> develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 If I were or Were they 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 ellipsis 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

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 /ʃəs/ spelt -cious or -tious, Endings which sound like /əʊl/, 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,