



## English Long Term Plan

### Year 5 2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Wider curriculum focus	Science – Materials and their properties	History – The Transatlantic Slave Trade	Science - Space	Geography -Biomes/South America	Science - Living Things	Digital Art – Film Making
WRITING						
Purpose of writing	To entertain	To entertain	To entertain / persuade	To entertain / Inform	To entertain	To entertain / discuss
'Driver' Texts	Autobiographies of Malala, Roald Dahl  Wonder by R J Palacio	Blackberry Blue by Jamila Gavin  Different versions of Cinderella and traditional tales	Spaced out by Brian Moses  Variety of free verse, visual and structured poems  Phoenix by SF SAID	The Explorer by Katherine Rundell  Non-fiction texts/websites on Brazil	Storm poems  The Last Wild by Piers Torday	Playscripts / films from literacy shed
Writing Outcomes	<b>Recount</b> - Autobiography  <b>Narrative</b> : Third Person re-telling of Wonder's Halloween Party.	<b>Recount</b> - Diary Entry of the King from Blackberry Blue <b>Narrative</b> (Contemporary fiction) - Modern retelling of fairy tales (Cinderella & Sneakerella)	<b>Poem</b> – Moon/space poem  <b>Persuasive</b> - Planet Relocation brochure for Lucky (Phoenix)	<b>Narrative</b> – adventure in the Rainforest  <b>Non Chron</b> - Survival guide for the jungle	<b>Narrative</b> – Setting description of Spectrum Hall  <b>Poetry</b> – Storm personified as an animal poem / poetry with as an extended metaphor	<b>Narrative</b> - Film narrative/Comic book  <b>Review</b> – Film reviews
Reading & supplementary texts	<b>Fiction</b> - Wonder by R J Palacio Talking turkeys by Benjamin Zephaniah  <b>Non Fiction</b> - I am not a label by Cerrie Burnell Young, gifted and black by Jamia Wilson	<b>Fiction</b> - High Rise Mystery by Sharna Jackson, Blackberry Blue (The purple lady by Jamila Gavin)  <b>Non Fiction</b> - Autobiography of Olaudah Equiano Young, gifted and Black by Jamia Wilson History books	<b>Fiction</b> - Phoenix by SF Said, Cogheart by Peter Bunzl / Hidden Figures by Margot Lee Shetterly  Moon juice by Kate Wakeling  Meanwhile back on Earth by Oliver Jeffers  <b>Non Fiction</b> – Planetarium (Welcome to the museum)	<b>Fiction</b> - Trash by Andy Mulligan, Journey to the River Sea by Eva Ibbotson Lost in the Amazon by Tod Olsen  <b>Non Fiction</b> – Atlas', Information texts about Brazil Great Adventurers by Alastair Humphreys	<b>Fiction</b> - /Charlotte's web by E B White / The wolves of Willoughby chase by Joan Aitken / Varmints by Helen Ward (picture book)  <b>Non Fiction</b> – The Hunt by BBC / Invented by animals by Christiane Dorion David Attenborough biography	<b>Fiction</b> - Selection of Graphic Novels by various authors including Ms Marvel by DC Comics  <b>Non Fiction</b> - An illustrated history of filmmaking by Adam Allsuch Boardman The movie Book: Big Ideas simply explained by DK



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			by Raman Prinja, Space maps by Lara Albanese, Survival in space by David Long			
<b>Planned opportunities for oracy (including constructive feedback)</b>	Retelling family anecdotes	Learn and recite I know why the caged bird sings by Maya Angelou	Perform own poems	Debates about deforestation/climate change	Memorise Talking Turkeys/own poem	Performing and introducing films

### SPAG Progression

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Spelling	<ul style="list-style-type: none"><li>Words ending in -tious and -ious</li><li>Words ending in -cious</li><li>Words ending in -cial</li><li>Words ending in -tial</li><li>Words ending in -cil and -tial</li><li>Challenge words</li><li>Words ending in -ant</li><li>Words ending in -ance and -ancy</li><li>Words ending in -end and -ence</li><li>Words ending in -able and -ible</li><li>Words ending in -ably and -ibly</li><li>Challenge words</li></ul> <p>Can spell <b>some</b> words from the Year 5 &amp; 6 statutory spelling list.</p>	<ul style="list-style-type: none"><li>Words ending in -able where the ‘e’ from the root remains</li><li>Adverbs of time</li><li>Adding suffixes to -fer words</li><li>Silent first letters</li><li>Silent letters</li><li>Challenge words</li><li>Words spelled with ie after c</li><li>Words spelled with ei after c</li><li>Words where ‘ough’ makes an /or/sound</li><li>Words containing ough</li><li>Adverbs of possibility and frequency</li><li>Challenge words</li></ul> <p>Can spell <b>many</b> words from the Year 5 &amp; 6 statutory spelling list.</p>	<ul style="list-style-type: none"><li>Homophones and near homophones</li><li>Homophones</li><li>Homophones</li><li>Homophones</li><li>Homophones</li><li>Homophones</li><li>Challenge words</li><li>Words containing hyphens</li><li>Challenge words</li><li>Revision</li><li>Revision</li><li>Revision</li><li>Revision</li><li>Can spell <b>most</b> words from the Year 5 &amp; 6 statutory spelling list.</li></ul>			
Punctuation	<ul style="list-style-type: none"><li>Can securely use capital letters, full stops, question marks, exclamation marks independently.</li><li>Can use inverted commas and other punctuation to indicate direct speech.</li></ul>	<ul style="list-style-type: none"><li>Can use commas to indicate parenthesis with embedded relative clauses.</li><li>Can use commas accurately when a sentence starts with a subordinate clause.</li></ul>	<ul style="list-style-type: none"><li>With support, can use brackets, dashes and commas to indicate parenthesis.</li><li>Can use commas to clarify meaning or avoid ambiguity.</li><li>With support, can use the colon to introduce a list</li></ul>			



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	<ul style="list-style-type: none"> <li>• Can independently use apostrophes for contractions, singular and plural possession.</li> <li>• Can use commas after fronted adverbials</li> <li>• With support, can use commas to indicate parenthesis with embedded relative clauses.</li> </ul>	<ul style="list-style-type: none"> <li>• With support, can use commas to clarify meaning or avoid ambiguity. (Stop hitting, Joe vs. Stop hitting Joe)</li> </ul>	
<b>Vocabulary and Grammar</b>	<ul style="list-style-type: none"> <li>• Understand how to use relative clauses beginning with who, which, where, when, whose, that.</li> <li>• Can write a variety of compound and complex sentences, using a range of conjunctions, and moving the subordinate clause to the start of the sentence. (With support).</li> <li>• Understand how to indicate degrees of possibility using modal verbs (might, should).</li> <li>• Understand how to use devices to build cohesion within a paragraph (eg. then, after that, this, firstly).</li> <li>• Understand how to link ideas across paragraphs using adverbials of time, place and number, or tense choices (Ch can identify these in their reading).</li> <li>• Begin to understand how to use expanded noun phrases to convey complicated information concisely.</li> </ul>	<ul style="list-style-type: none"> <li>• With support, can write relative clauses beginning with who, which, where, when, whose, that – support to use accurate commas.</li> <li>• Can vary their sentence structure by deciding whether to place the subordinate clause before or after the main clause. (Can confidently use a comma after a subordinate clause).</li> <li>• Build on knowledge of modal verbs, and introduce using adverbs (eg. perhaps, surely) to indicate degrees of possibility.</li> <li>• With support and scaffolding, ch can use devices to build cohesion within a paragraph (eg. then, after that, this, firstly).</li> <li>• With support and scaffolding, ch can link ideas across paragraphs using adverbials of time, place and number, or tense choices (Chd can identify these in their reading).</li> <li>• With support and scaffolding, ch use expanded noun phrases to convey complicated information concisely</li> </ul>	<ul style="list-style-type: none"> <li>• Can independently write relative clauses beginning with who, which, where, when, whose, that, or an omitted pronoun – and use accurate commas when the relative clause is embedded.</li> <li>• Can confidently vary their sentence structure using a range of conjunctions: fronted adverbial phrases; and placement of the subordinate clause (correctly punctuated).</li> <li>• Chd can independently indicate degrees of possibility using adverbs (eg. perhaps, surely) or modal verbs (might, should).</li> <li>• When writing independently, children use devices to build cohesion within a paragraph (eg. then, after that, this, firstly).</li> <li>• When writing independently, children can link ideas across paragraphs using adverbials of time, place and number, or tense choices.</li> <li>• Ch can confidently use expanded noun phrases to convey complicated information concisely.</li> <li>• Convert nouns or adjectives, into verbs using suffixes (-ate, -ise, -ify)</li> <li>• Use verb prefixes (dis-, de-, mis-, over- and re-)</li> </ul>