

Year 5 Long term English Plan 2023-2024

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 3
<p>Race to the Frozen North by Catherine Johnson/ Young, Gifted and Black by Jamia Wilson</p> <p>Celebrating Black lives</p>	<p>Beowulf by Michael Morpurgo</p> <p>History - Viking and Anglo Saxon struggle</p>	<p>Kai and the Monkey King by Joe Todd-Stanton</p> <p>History - Earliest civilizations (Shang Dynasty)</p>	<p>Malala's Magic Pencil by Malala Yousafzai</p> <p>SMSC - Refugees</p>	<p>The Brilliant Deep by Kate Messner</p> <p>Geography/science - protecting the environment</p>	<p>Bold and Brave Women from Shakespeare by Shakespeare Birthplace Trust</p> <p>Speaking and listening focus - Shakespeare</p>
<p>Outcome Recount: write a series of diary entries Greater Depth Series of diary entries including her viewpoint on other characters</p>	<p>Outcome Fiction: write a further adventure Greater Depth Invent their own monster and include motives and viewpoint</p>	<p>Outcome Fiction: write a myth, creating characters and settings Greater Depth Write from the character's viewpoint</p>	<p>Outcome Recount: write an autobiography Greater Depth Include a first-person recount from another point of view</p>	<p>Outcome Persuasion/information: write an information leaflet Greater Depth Authorial choices on sections of text and layout</p>	<p>Outcome Recount: write and perform a soliloquy Greater Depth Choose the form of the text</p>
Word	Word	Word	Word	Word	Word
Sentence	<p>Sentence Use expanded noun phrases to convey complicated information concisely</p>	<p>Sentence Use expanded noun phrases to convey complicated information concisely</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or an</p>	<p>Sentence Extend the range of sentences with more than one clause by using a wider range of conjunctions</p>	<p>Sentence Use modal verbs to indicate degrees of possibility</p>	<p>Sentence Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</p>

		omitted relative pronoun			Use adverbs to indicate degrees of possibility
<p>Text <i>Identify the audience for and purpose of writing</i> <i>Organise paragraphs around a theme with a focus on more complex narrative structures</i></p>	<p>Text <i>Describe settings, characters and atmosphere</i> <i>Integrate dialogue to convey character and advance the action</i></p>	<p>Text <i>Link ideas across paragraphs using adverbials</i></p>	<p>Text <i>Link ideas across paragraphs using adverbials and tense choices</i> <i>Recap: Variety of verb forms used correctly and consistently</i></p>	<p>Text <i>Use devices to build cohesion within a paragraph</i> <i>Choose the appropriate register</i> <i>Enhance meaning through selecting appropriate grammar and vocabulary</i></p>	<p>Text <i>Use a wider range of devices to build cohesion across paragraphs</i> <i>Link ideas using tense choices</i></p>
<p>Punctuation <i>Use commas after fronted adverbials (Y4)</i> <i>Use commas to clarify meaning or avoid ambiguity in writing</i></p>	<p>Punctuation <i>Use of inverted commas and other punctuation to punctuate direct speech (Y4)</i></p>	<p>Punctuation <i>Use commas to clarify meaning or avoid ambiguity in writing</i></p>	<p>Punctuation <i>Use commas to clarify meaning or avoid ambiguity in writing</i> <i>Use brackets, dashes or commas to indicate parenthesis</i></p>	<p>Punctuation <i>Use brackets, dashes or commas to indicate parenthesis</i></p>	<p>Punctuation</p>