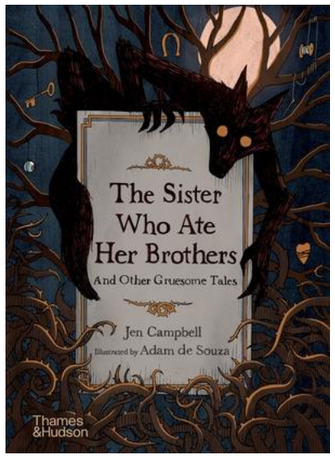
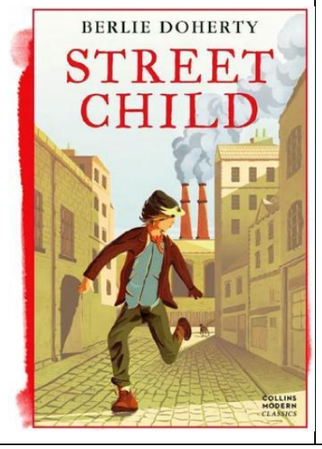
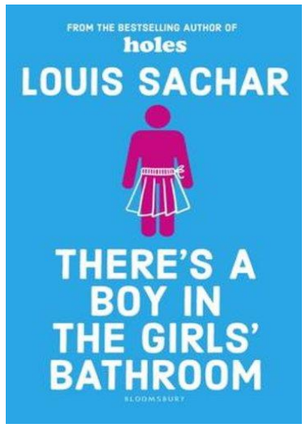
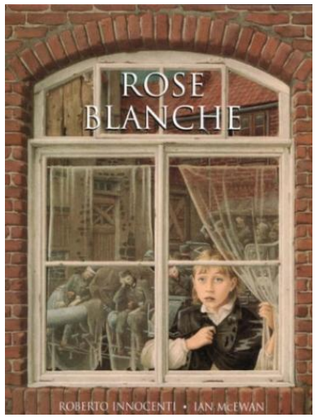
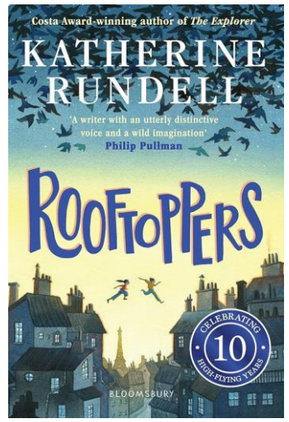
# Scartho Gateway Academy Long Term English Plan: The Power of Reading

## Milestone 3: Year 5

| Year 5 | Autumn 1 (6 weeks) | Autumn 2 (7 weeks) | Spring 1 (6 weeks) | Spring 2 (6 weeks) | Summer 1 (5 weeks) | Summer 2 (7 weeks) |
|---|---|---|---|---|---|---|
| Theme | Identity; resilience | Artistic expression | Empathy and kindness | Friendship and school | Resistance, persecution, empathy and innocence. | Growing and Changing |
| Type of text | Traditional Tales and Twists | Poetry | Classic Text | Contemporary | Picture book | Building Reading Stamina |
| Power of Reading text: | The Sister Who Ate Her Brothers by Jen Campbell   | Cosmic Disco by Grace Nichols   | Street Child by Berlie Doherty   | There's a Boy in the Girl's Bathroom by Louis Sachar   | Rose Blanche by Ian McEwan   | Rooftoppers by Katherine Rundell   |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Links to additional texts to support reading and story time (end of the day).** | • Strange Tales, Daniel Morden<br>• Tales of the Damned, Matt Ralphs and Taylor Dolan<br>• Grimms Tales for Young and Old<br>• Fairy Tales, Hans Christian Andersen, illustrated by E.A. Lemmon<br>• A Year Full of Stories, Angela McAllister and Christopher Corr<br>• Favourite Folktales from Around the World, Jane Yolen | None mentioned on the planning as many different examples of poetry and contained within the book itself. | • We Are All Born Free: The Universal Declaration of Human Rights in Pictures by Amnesty<br>• International (Frances Lincoln)<br>• My Little Book of Big Freedoms by Chris Riddell and Amnesty International<br>• Dreams of Freedom by Amnesty International<br>• I Have the Right to Be a Child by Alain Serres, illustrated by Aurélia Fronty, translated by Sarah<br>• Ardizzone | • Holes by Louis Sachar<br>• Secret Friends by Elizabeth Laird Cloud Busting by Malorie Blackman<br>• Indigo's Star by Hilary McKay Little Beauty by Anthony Browne<br>• Charlotte's Web by E.B. White The Weight of Water by Sarah Crossman | • The Boy in the Striped Pyjamas by John Boyne<br>• The Diary of Anne Frank<br>• Otto: The Autobiography of a Teddy Bear by Tomi Ungerer<br>• My Secret War Diary by Flossie Albright by Marcia Williams | The Explorer by Katherine Rundell<br>Books about Paris (see plans) |
| **Extended writing outcomes:**<br><br>Teachers can choose from the following lists when they are planning writing. Teachers are responsible for ensuring that children have the opportunity to write in different styles and genres. In each half term, teachers must ensure children have had the following writing opportunities:<br>- Fiction/poetry<br>- Non-fiction | **Fiction**<br>Playscript<br><br>**Non-Fiction**<br>Persuasion - Letter of advice | **Poetry**<br>Poems inspired by the collection<br><br>**Fiction**<br>Narrative based on poem studied | **Fiction**<br>Narrative - Adventure<br>*Write an escape story of how Jim escaped from the workhouse.*<br><br>**Non-Fiction**<br>Balanced Argument<br>*Write a balanced argument about Victorian workhouses.* | **Fiction**<br>Narrative - Contemporary<br><br>**Non-Fiction**<br>Recount - Diary Entry<br>*Write a diary entry from Bradley Chalkers point of view.* | **Fiction**<br>Narrative - Historical - Chapter continuation<br><br>**Non-Fiction**<br>Non-Chronological Report on WWII<br><br>**Poetry**<br>'The Fear' by Brian Moses<br>*Write own poems about their fears in war.* | **Fiction**<br>Narrative - Suspense / Mystery<br><br>**Non-Fiction**<br>Newspaper report |
| **Shorter writing opportunities.** | Oral storytelling<br>Story mapping<br>Setting description<br>Predictions<br>Short narrative - ending of a tale.<br>Original trickster tale<br>Writing in role<br>Narrative | Note-taking<br>Poetry writing<br>Observational writing | Diary entry<br>Biography<br>Recount<br>Annotations<br>Family Tree<br>Glossary<br>Note of Advice<br>Note Taking<br>Pen Portraits<br>Poetry<br>Recounts<br>Timeline | School Report<br>Play script<br>Recount - Letters | Writing in role<br>Diary writing<br>Letter writing<br>Journalistic writing<br>Poetry | Diary Writing<br>Explanation text<br>Diary writing<br>Writing in role<br>Poetry<br>Explanation |

## National Curriculum coverage - Reading

1. Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) to read aloud and to understand the meaning of new words that they meet.
2. Continue to read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books.
3. Read books that are structured in different ways and reading for a range of purposes.
4. Increase familiarity with myths, legends, traditional stories, modern fiction, classical fiction and books from other cultures and traditions.
5. Recommend books that they have read to their peers, giving reasons for their choices.
6. Identify and discuss themes and conventions in and across a wide range of writing.
7. Make comparisons across and within books.
8. Learn a wider range of poetry by heart.
9. Prepare poems and play to read aloud and to perform, showing understanding through intonation, tone and volume so that meaning is clear.
10. Check that a book makes sense to them, discussing their understanding and exploring the meaning of words in context.
11. Ask questions to improve their understanding.
12. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
13. Predict what might happen from details stated and implied.
14. Summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.
15. Identify how language, structure and presentation contribute to meaning.
16. Provide reasoned justification for their views.
17. Distinguish between statements of fact and opinion.
18. Retrieve, record and present information from non-fiction.
19. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
20. Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
21. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

## National Curriculum coverage - Writing

**Transcription**

1. Use and understand prefixes and suffixes.
2. Spell some words with 'silent' letters.
3. Distinguish between homophones and other words which are often confused
4. Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.
5. Use dictionaries to check the spelling and meaning of words.
6. Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.
7. Use a thesaurus.

**Composition**

**Planning**

1. Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
2. Note and develop initial ideas, drawing on reading and research where necessary.
3. In writing narratives, consider how authors have developed characters and settings.

**Drafting**

1. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
2. In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.
3. Précis longer passages.
4. Using a wide range of devices to build cohesion within and across paragraphs.
5. Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].

**Revise and edit**

1. Assess the effectiveness of their own and others' writing.
2. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
3. Ensure the consistent and correct use of tense throughout a piece of writing.
4. Ensure correct subject and verb agreement when using singular and plural.
5. Proofread for spelling and punctuation errors.
6. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

## National Curriculum coverage - Spelling, Grammar and Punctuation

**Word**

The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing

How words are related by meaning as synonyms and antonyms

**Sentence**

Use of the passive to affect the presentation of information in a sentence

The difference between structures typical of informal speech and structures appropriate for formal speech and writing i.e. question tags and the subjunctive form,

**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.

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.

## National Curriculum coverage - Handwriting

**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

## National Curriculum coverage - Speaking and listening

1. Maintain attention and participate actively in collaborative conversations, responding to comments about the text.
2. Ask relevant questions to extend their understanding and build vocabulary and knowledge.
3. Listen and respond appropriately to adults and peers.
4. Articulate and justify answers and opinions.
5. Use spoken language to develop understanding through speculating, imagining and exploring ideas.
6. Participate in discussions, presentations, performances and debates.
7. Consider and evaluate different viewpoints, attending to the contributions of others.
8. Select and use appropriate registers for effective communication.
9. Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama.