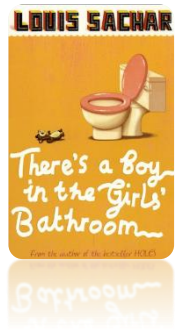
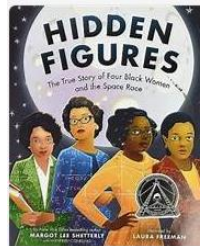
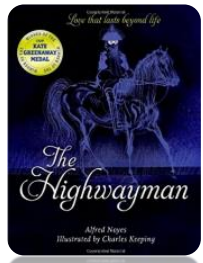





### Year 5 Long Term English Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Texts						
Genre	Character description Recount – diary entry Persuasive letter Playscript	Non -chronological report – space  Biography  Persuasive leaflet - Christmas production  Recount - Newspaper report	Poetry – Narrative The Highway Man  Recount - eyewitness account  Character description Narrative – Focus on dialogue	Persuasive letter Recount – diary entry Playscript Letter to Tony Bradman (question/answer?)	Setting Description Narrative – adventure story chapter ending  Non-chronological report – Brazil  Persuasive advert – Rio de Janeiro Speech for social media linked to events in the Police Commissioner’s Challenge	Letter Setting description Narrative – Suspense story

Film/ Texts			<p>The Piano – Literacy Shed</p> 		
Poetry			<p>Poetry – Narrative The Highway Man</p>	<p>Poetry - Figurative Language</p>	

**Statutory National Curriculum requirements – Year 5 Reading:**

*Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books.*

*Include myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.*

*Learn a wider range of poetry by heart*

*Prepare poems to read aloud*

*Read books that are structured in different ways and reading for a range of purposes*

Word Reading	Comprehension – Attitudes and Responses	Comprehension – Understanding
<p>In the context of the appropriate range of texts:</p> <ul style="list-style-type: none"> <li>• Applies knowledge of root words, prefixes and suffixes (etymology and morphology) to support reading and understanding of new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Reads and discusses a wide range of fiction, poetry, plays, non-fiction, reference and textbooks</li> <li>• Reading choices include all of the following: myths, legends, traditional stories, modern fiction</li> <li>• Reads books that are structured in different ways and for a range of purposes</li> <li>• Recommends books they have read to their peers, giving reasons for their choices</li> <li>• Makes comparisons within books</li> <li>• Knows at least 4 poems by heart (of varied length and form)</li> <li>• Prepares poems and play scripts to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul>	<p>In the context of the appropriate range of texts:</p> <ul style="list-style-type: none"> <li>• Reads independently, with understanding, and explains the meaning of words in context</li> <li>• Draws inferences such as inferring characters' feelings, thoughts and motives and can use evidence from the text to justify these inferences</li> <li>• Summarises the main ideas across a text</li> <li>• Identifies how language, structure and presentation contribute to meaning</li> <li>• Predicts what might happen based on details stated and implied in the text</li> </ul>

		<ul style="list-style-type: none"><li>• Retrieves and records information from non-fiction</li><li>• Participates in discussion about books they have read/heard, taking turns, asking questions and listening to what others say</li><li>• Distinguishes between fact and opinion</li><li>• Identifies examples of figurative language</li><li>• Retrieve, record and present information from non-fiction</li><li>• Participates appropriately in discussion about books they have read/heard</li></ul>
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### Statutory National Curriculum Requirements – Year 5 Writing:

- *Identify audience and purpose*
- *Note and develop ideas, drawing on reading and research*
- *In own writing, consider how authors have developed characters and settings*
- *Describe characters, settings and atmosphere in narratives and integrate dialogue*
- *Use further organisational devices to structure and guide the reader e.g. headings and sub-headings, bullet points, underlining*
- *Assess effectiveness of own and others' writing, propose changes*
- *Proof-read for spelling and punctuation errors*

#### Spelling

##### Spell

- Words ending in –able and –ible
- Words with suffixes beginning with vowel letters to words ending in –fer referring, referred, referral, preferring, preferred, transferring, transferred
- Words containing the letter-string ough ought, rough, cough, dough, though, thorough, plough
- Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) e.g. doubt, island, lamb, solemn, thistle, knight
- Use homophones and other words that are often confused
- uses further prefixes and suffixes and understands the guidelines for adding them (e.g. Converting nouns or

#### Vocabulary Grammar and Punctuation

- Uses relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- Understands that degrees of possibility can be shown using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must)
- Uses commas to indicate parenthesis
- Uses brackets or dashes to indicate parenthesis
- Uses commas correctly to clarify meaning or avoid ambiguity
- Uses the perfect form of verbs to mark relationships of time and cause
- Accurately and appropriately uses and understands the following grammatical terminology: modal verb, relative

<p>adjectives into verbs using suffixes (e.g. –ate; –ise; –ify) and Verb prefixes (e.g. dis–, de–, mis–, over– and re–)</p> <ul style="list-style-type: none"> <li>• uses the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• Spells correctly at least half the words in the Y5/6 spelling list</li> </ul>	<p>pronoun, relative clause, parenthesis, bracket, dash cohesion, ambiguity</p>
<p style="text-align: center;"><b>Writing Processes</b></p>	<p style="text-align: center;"><b>Handwriting</b></p>
<ul style="list-style-type: none"> <li>• In writing narratives, uses what they have learned about how authors have developed characters in what they have read, listened to or seen performed</li> <li>• Identifies the audience for and purpose of the writing and selects appropriate forms</li> <li>• Plans writing by noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• Selects appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• In writing Indicates degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must)</li> <li>• In narratives, describes settings, characters and integrates dialogue to convey character</li> <li>• Ensures correct subject and verb agreement when using singular and plural and when distinguishing between the language of speech and writing</li> </ul>	<ul style="list-style-type: none"> <li>• Writes legibly with some fluency</li> <li>• Chooses which shape of a letter to use when given choices</li> <li>• Chooses the writing implement that is best suited for a task (e.g. quick notes, letters).</li> </ul>

- Uses organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)
- Assesses the effectiveness of their own and others' writing, proposing changes to vocabulary and punctuation to enhance effects and clarify meaning
- Displays consistent and correct use of tense throughout a piece of writing
- Proof-read for spelling and punctuation errors
- Performs their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
- Uses devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)
- Links ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)