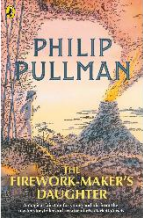


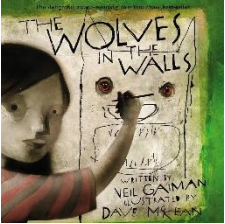
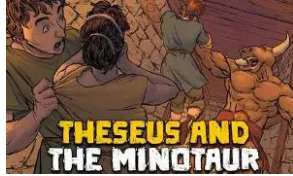


English Long Term Plan Year 5

	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Purpose	Writing to entertain	Writing to inform	Writing to entertain Writing to inform	Writing to inform	Writing to entertain	Pathways to Write Trial
Core English Texts These are the books that are used in English lessons.						
Short Burst Writing To be completed once a week - recommended by MG		Blurb about the book	Summary of the book so far	Diary entry from Lucy's point of view		
	Setting description of Razvani's grotto	Space log	Character description	Diary entry from brother's point of view	Write a story blurb	
	Character description	Informal letter	Sentence building using conjunctions	Setting description - picture stimulus	Diary entry	
	Letter to Lila's father from Lila	Write a space log (diary)	Letter	Suspense writing	Character description - the Minotaur	
	Diary entry	Information about one aspect of space	Setting description		Wanted poster/advertisement for a hero	
	Peer review of final writing outcome	Character description - picture/video stimulus	Peer review of final outcome		Peer review of final writing outcome	

<p>Final Writing Outcomes (including poetry)</p>	<p>Character description Information text about a firework</p>	<p>Space journal. Diary entries- before, during, after</p>	<p>Historical fiction</p>	<p>Contemporary fiction Suspense Story</p>	<p>Writing for action and dialogue Information text about the own mythical creature</p>	
<p>Authorial Intent</p>	<p>Children will think carefully about language choices to describe settings and characters that fit the genre.</p>	<p>Children will carefully choose vocabulary to inform. Children will organise information in order to explain a process.</p>	<p>Children will use descriptive techniques to take the reader on an exciting journey. Carefully select vocabulary which describes a historical setting.</p>	<p>Children will use dialogue to move the action on. Children will use descriptive techniques to indicate a sense of danger to the reader. Children will carefully choose vocabulary to describe a change in setting.</p>	<p>Children will carefully choose vocabulary to ensure the reader has empathy for the main character. Children will start to use writing techniques to create adventure. Children will use techniques which excite the reader and keep the action moving.</p>	
<p>Skills Phase</p>	<p>Prepositions Expanded noun phrases (with...) Adverbs for time Co-ordinating conjunctions – and, but Subordinating conjunctions – when, because Past tense</p>	<p>Range of adverbials to link ideas across paragraphs. Standard or non-standard English, appropriate to the task. Direct and reported speech that is punctuated correctly. Prepositional phrases to add detail and precision.</p>	<p>Range of adverbials to link ideas across paragraphs. Expanded noun phrases (with...) Use adverbs to add detail and precision. Direct and reported speech that is punctuated correctly.</p>	<p>Use cohesive devices to link ideas within and across sentences and paragraphs e.g. adverbials and pronouns. Describe settings and integrated dialogue, using the correct punctuation for speech. Children will develop their drafting and editing skills, proof</p>	<p>Use cohesive devices to link ideas. Adding further detail through expanded noun phrases, prepositions, adverbs and relative clauses. Select precise vocabulary and grammatical structures that reflect the level of formality required.</p>	

	Children will develop their drafting and editing skills, proof reading their work for spelling and punctuation errors.	Use reported and adverbial clauses when writing speech. Children will develop their drafting and editing skills, proof reading their work for spelling and punctuation errors.	Relative clauses (beginning with 'who'). (Colourful semantics) Children will develop their drafting and editing skills, proof reading their work for spelling and punctuation errors. Use co-ordinating and subordinating conjunctions.	reading their work for spelling and punctuation errors. Use adverbs to add detail and precision. Use different verb forms accurately and consistently, including modal verbs. (Revisit areas identified from Pixl SPAG paper)	Use different verb forms accurately and consistently, including modal verbs. Children will develop their drafting and editing skills, proof reading their work for spelling and punctuation errors.	
Punctuation and grammar	Consolidation of: Capital letters Full stops Exclamation marks Commas in a list	Use commas for clarity (fronted adverbials). Use punctuation linked to speech. Use a wide range of clause structures, sometimes varying their position within a sentence. Use apostrophes for possession and contraction. Consolidation of: Capital letters Full stops Exclamation marks Commas in a list	Beginning to use commas for parenthesis. Use commas for clarity (fronted adverbials and relative clauses). Use punctuation linked to speech. Use apostrophes for possession and contraction. Consolidation of: Capital letters Full stops Exclamation marks Commas in a list	Use commas for clarity. Use a wide range of clause structures, sometimes varying their position within a sentence. Use punctuation linked to speech. Use apostrophes for possession and contraction. Use ellipsis for effect. Rhetorical questions for suspense. Use adverbs or modal verbs to indicate possibility. Consolidation of: Capital letters	Inverted commas to advance the action and develop characterisation. Use a range of strategies to indicate parenthesis (brackets, dashes, commas). Use adverbs or modal verbs to indicate possibility. Use commas for clarity. Use punctuation linked to speech. Use a wide range of clause structures, sometimes varying their position within a sentence.	

				Full stops Exclamation marks Commas in a list		
Handwriting	Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters Use spacing between words that reflects the size of the letters	Use the diagonal and horizontal strokes needed to join some letters	Use the diagonal and horizontal strokes needed to join some letters	Produce legible joined handwriting	Consistently produce legible joined handwriting	
Editing	Proofreading/editing make changes to whole paragraphs in terms of punctuation, precise vocabulary and errors in tense or person.					
Spelling	See Carrwood Spelling Long Term Plan Teach, practise, apply using spelling strategies from Alison Philipson EoY expectations: Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1, Y3/Y4 and some Y5/6)					
Writing non-negotiables	<ul style="list-style-type: none"> ▪ Full stops, capital letters, question marks, exclamation mark ▪ Commas in lists ▪ Apostrophe for contraction and possession ▪ A range of conjunctions ▪ Prepositions ▪ Legible, joined handwriting ▪ Prefixes and suffixes used to spell words correctly ▪ Spell many KS1, Y3/4, common exception words correctly and some from the Y5/6 list 					
Poems to perform by heart	Yellow Butter By Mary Ann Hoberman	Stopping by Woods on a Snowy Evening By Robert Frost	There was an Old Lady Anon	Jabberwocky By Lewis Carroll	Fantastic Facts By John Irwin	Today I feel By Gervase Phinn

Year Group
Author
These books are introduced at the beginning of each new term. The children are given information about the author and the stories are shared on a regular basis and are placed in class reading areas.

Adam Blade



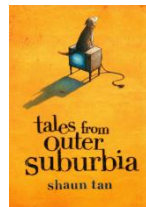
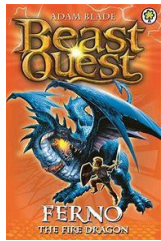
Shaun Tan



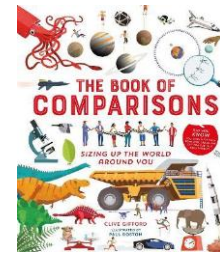
Emma Carroll



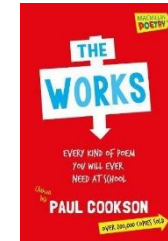
Core Read
Alouds
These are read and re-read during daily story time sessions and are supplemented by books chosen by the teacher & books in SMSC boxes.



Fiction



Non-Fiction



Poetry
Anthology