

**English Long Term Planning Document**

Year Five							
Skills Coverage	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
Set Text	The True Story of the Three Little Pigs	Francis	Lost Happy Endings	Holes	The man between the towers		
Purpose/Outcome							
Fiction Genre							
Non-fiction Genre							
Genre re-visited <i>(opportunity for writing across the curriculum)</i>		Beowulf – Poetry					
Vocabulary <i>(Tier 1)</i>							
Vocabulary <i>(Tier 2)</i>							
Vocabulary <i>(Tier 3)</i>							
	<b>Writing skills</b>			<b>Reading skills</b>			
Age related expectations	<ul style="list-style-type: none"> <li>Write for a range of purposes and audiences based on personal experiences and high quality texts</li> <li>Write sentences with the subordinate clause at the start and end of the sentence</li> <li>Use commas to separate main and subordinate clauses</li> <li>Indicate degrees of possibility using modal verbs</li> <li>Indicate degrees of possibility using adverbs</li> <li>Use embedded clauses</li> <li>Use brackets and dashes to mark parenthesis</li> <li>Use dashes for after thoughts</li> <li>Use a range of cohesive devices within paragraphs</li> <li>Use a range of devices between paragraphs</li> <li>Use relative pronouns</li> <li>Use defining and non-defining relative clauses</li> <li>Defining: provide essential information, no commas needed Non-defining: provide additional information, need commas</li> <li>Use commas to mark non-defining relative clauses</li> </ul>			Oral	Read books that are structured in specific ways and for a range of purposes e.g. comparing different approaches to recipes (formal/informal) autobiographies and biographies (viewpoint) Recite poems by heart, using intonation, tone and volume to monitor the interest of the listener and adapt their recital e.g. Night Mail (Auden) The Highwayman (Noyes) Read aloud and perform play scripts, monitoring the audience’s interest and changing the performance accordingly e.g. consistent use of intonation, pace and action for the characters and type of play		
					Grammar	Explore the meaning of words in a given context within fiction and non-fiction e.g. ‘flexible’ means rubber is a bendy material Evaluate how authors use language to impact the reader e.g. use of repetition for effect; the author’s used the metaphor ‘his face was a grey cloud,’ which helps you to imagine his sadness Use age appropriate dictionaries and thesauri to check the meanings of words	

	<ul style="list-style-type: none"> <li>• Develop settings and atmosphere in detail</li> <li>• Develop characterisation by drawing on their reading</li> <li>• Write with appropriate levels of formality for audience and purpose</li> <li>• Effective use of organisational features in fiction and non-fiction</li> <li>• Use a dictionary and thesaurus effectively</li> <li>• Evaluate their writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y5 grammar and spelling expectations</li> <li>• Proof-read and edit their writing</li> <li>• Read their own writing aloud using appropriate intonation, controlling the tone, volume and movement to make the meaning clear</li> <li>• Spell many words from the Year 5-word list and use these accurately in their writing</li> <li>• Meet the Y5 expectations from the chosen spelling scheme</li> <li>• Use legible, joined writing consistently</li> </ul>	<b>Response</b>	<p>Discuss their understanding of both texts they have read independently and those read to them (see range)</p> <p>Explain and develop their own views and build effectively on those of others</p> <p>Identify an author's treatment of the same theme across one or several of their books/poems e.g. Michael Morpurgo's treatment of WWII</p> <p>Ask relevant questions to improve their wider understanding of a text, topic or theme e.g. Why does Michael become friends with Kensuke? (Kensuke's Kingdom) What was it like to be a child in Victorian times? Why has the author used lots of short sentences?</p> <p>Predict what may happen based on their understanding of the content and the themes within the text e.g. I think Macbeth will die because: he's a murderer / the witches suggest it</p> <p>Draw inferences from within the text about themes and characters' and authors' viewpoints e.g. Tom is scared to move because he doesn't pack; he leaves his favourite toy behind on purpose and he's always nervous</p> <p>Justify inferences and views with a variety of references from across the text</p>
			<b>Organisation &amp; research</b>

		Word reading	Apply their knowledge of root words, prefixes and suffixes to read aloud
		Range	Read a wide range of modern fiction, fiction from our literary heritage and other cultures and traditions, non-fiction and different forms of poetry
<b>Greater Depth of Study</b>	<ul style="list-style-type: none"> <li>• Begin to use semi colons to separate main clauses</li> <li>• Show secure use of a range of sentence structures, begin to manipulate clauses for effect</li> <li>• Manipulate formality in different types of writing</li> <li>• Begin to experiment with using passive voice</li> <li>• Write effectively for a range of purposes and audiences</li> <li>• Manipulate the language and grammar taught within Y5 in a range of independent writing, drawing on their own reading</li> <li>• Consistently use editing and revising strategies to improve the quality and accuracy of their writing</li> <li>• Consistently use vocabulary from across the curriculum in their writing</li> <li>• Consistently apply Y5 spelling expectations across their writing</li> </ul>		<ul style="list-style-type: none"> <li>• I can express opinions about a text, using evidence from the text, giving reasons and explanations. (Point, evidence, explanation)</li> <li>• I can adapt my own opinion in the light of further reading or others' ideas.</li> <li>• I can identify formal and informal language.</li> <li>• I know the features of different narrative text types, for example, adventure, fantasy, myths.</li> <li>• I can compare texts by the same writer.</li> <li>• I can compare texts by different writers on the same topic.</li> <li>• I can summarise key information from different texts.</li> <li>• I can empathise with different characters' points of view.</li> <li>• I can infer meaning using evidence from the text and wider reading and personal experience.</li> <li>• I can explain how a writer's use of language and grammatical features have been used to create effects and impact on the reader.</li> <li>• I can explain how punctuation marks the grammatical boundaries of sentences and gives meaning.</li> <li>• I know how the way a text is organised supports the purpose of the writing.</li> <li>• I can use scanning and text marking to find and identify key information.</li> </ul>