


## Year 5 English Long Term Plan

Book Title and Genre	Term and Week	Reading and Poetry	Writing text types covered	Features of the text type for year group	Writing Purpose	Grammar objectives
<p><b>Autumn 2</b> 7 weeks</p> <p><i>Golden Horsemen of Baghdad</i> Saviour Pirotta</p>  <p>Historical fiction / adventure</p>	Week 1	<p>Front cover &amp; blurb analysis</p> <p>Predictions</p> <p>Read Chapter 1. Reading VI PERS</p> <p>Read Chapter 2. Summary of Chp2</p>	Short paragraph – stating opinion of whether or not Jabir should be punished	<ul style="list-style-type: none"> <li>- opinion backed up with facts from text</li> <li>- subordination</li> <li>- first person</li> </ul>		<p>Subordinating conjunctions for predictions</p> <p>TRAMP adverbials – cohesion in summaries</p>
	Week 2	Read up until p.39	Persuasive speech in role as barrister  (plan and write)	<ul style="list-style-type: none"> <li>- Relative clauses</li> <li>- Modal verbs for command, persuasion and possibility</li> <li>- second person pronouns to address the jurors directly</li> <li>- persuasive devices: agreement (e.g. obviously, without doubt),</li> <li>- rhetorical questions</li> </ul>	<p>To persuade</p> <p>To discuss</p>	<p>Relative clauses</p> <p>Modal verbs for command, persuasion and possibility.</p>

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Writing Purpose: To entertain To inform To persuade To discuss (Y5/6 only)

	<b>Week 3</b>	Read chapter 3 and 4 – VIPERS  Read chapter 5	Setting description  (plan and write)  Descriptive drawing task if needed	<ul style="list-style-type: none"> <li>- Fronted adverbials (place and manner)</li> <li>- commas in lists,</li> <li>- expanded noun phrases (in sentences with prepositions and verbs)</li> <li>- figurative language</li> </ul>	<b>To entertain</b>	TRAMP adverbials (place and manner)  Figurative language
	<b>Week 4</b>	Read chapter 6 and 7	Formal letter of complaint	<ul style="list-style-type: none"> <li>- Formal language</li> <li>- Cohesive devices- reason adverbials</li> <li>- Formal letter structure</li> <li>- First person</li> <li>- Present tense, but also past to refer to <i>what's happened</i></li> <li>- NO contractions</li> </ul>	<b>To persuade</b>  <b>To discuss</b>	Commas splicing activity.
	<b>Week 5</b>  ASSESSMENT WEEK  Reading paper from...	Read chapters 8 and 9	Story Writing (own chapter 10 – ‘A Brilliant Idea’)  Story planning following ‘ladder’ structure (not story mountain)	<ul style="list-style-type: none"> <li>- Third person</li> <li>- Speech to build character</li> <li>- Descriptive language</li> <li>- Varied sentence starters</li> </ul>	<b>To entertain</b>	Punctuating speech properly  (GD – using EAST to characterise speech)

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			(not taught with Year 5s in 2020-21 due to time constraints, but did with Year 6 in Summer 1)	- Properly punctuated speech		
	Week 6		Topic Writing – Comparing Baghdad/Early Islamic Civilisations and Anglo-Saxon Britain in c. AD 900		To inform	
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<u>Autumn 1</u> <u>7 weeks</u>	Week 1	(Tues-Fri) Geography transition week tasks and baseline assessments				
Floodland Marcus Sedgwick	Week 2	Analysis of front cover & of 1 <sup>st</sup> paragraph.  Read to p.5  Chapter 1 reading comp./VI PERS	Prediction after 1 <sup>st</sup> paragraph.  Alternative ending to the chapter	- own opinion (1 <sup>st</sup> person) - inference  - past tense - adverbials - third person - prepositions	To entertain (alternate ending)	- modal verbs - 1 <sup>st</sup> /2 <sup>nd</sup> /3 <sup>rd</sup> person - TRAMP adverbials (time and place) - word classes (adjectives)

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 <p>Dystopian future / adventure - fiction</p> <p>(EHCP – use 'River Story' book if need alternate text)</p> 				- descriptive language		
	<b>Week 3</b>	Read Chapter 2  Write a summary  Verbal questioning throughout	Pose question – 'Should Zoe's dad have left her on the island?' Table for & against Paragraph with their opinion  Verbal debate (building up for w4)	- formal language - balanced argument (introduce Thinking Hat plan)	To persuade  To discuss	- fronted adverbials - coordinating conjunctions - subordinating conjunctions
	<b>Week 4</b>	Reading comprehension based on newspaper article linked with flooding.  Read Chp 3 extract Text mark and fluency	Conscience Alley – Should Zoe the Eels?  Planning writing (Balanced Argument)	- succinct - state facts - formal - be objective with both sides of argument, before stating own opinion	To persuade  To discuss	- modal verbs - cohesive devices - varying conjunctions
	<b>Week 5</b>	Read own/peers work to edit	Balanced Argument	(See w4)	To persuade  To discuss	(See w4)
	<b>Week 6</b>	Read chapters 4-7	Newspaper report - Look at examples - Highlight features and structural features	- chronological order - 5 Ws - formal - factual	To inform	- third person - past tense verbs - direct speech

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				- speech (indirect / direct) - accurate structural layout of newspaper		
	Week 7	Read more of the book	(See w6)	(See w6)	To inform	(See w6)
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<u>Spring 1</u> <u>6 weeks</u>  <u>Aquila</u> <u>Andrew Norriss</u>  Fiction – adventure / sci-fi	Week 1	Front cover & blurb analysis  Predictions  Read Chapter 1 – compare with beginning of TV version  Read first part of Chapter 2. Make further predictions.	Introduce Police report	- formal language - third person - time adverbials - facts stated in chronological order - relative clauses - past tense - paragraphs	To inform	Modal verbs – would, could, might  Subordinating conjunctions
	Week 2		Police report	- formal language - third person - time adverbials - facts stated in chronological order - relative clauses - past tense	To inform	Conjunctions & adverbs

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				- paragraphs		
<b>Week 3</b>	Read up to end of Chapter 3  Read Chapter 4	Hot seat leading into Description  Introduce diary	- adjectives - similes / metaphors - expanded noun phrases - third person	<b>To entertain</b>	Similes and metaphors	
<b>Week 4</b>	Verbal summary of Chapter 4  Read Chapter 5	Planning and then writing - Diary	- 'Dear Diary' type start - colloquial language (chatty & informal) - reflective – including thoughts and feelings - past tense - first person - chronological order - descriptive elements (using senses) - paragraphs - *NO DIRECT SPEECH*	<b>To entertain</b>  <b>To inform</b>	Informal/formal  Contractions	
<b>Week 5</b>  ASSESSMENT WEEK	Read example newspaper reports	Newspaper Report	- headline & date = introduction / orientation (5 Ws) - Main body	<b>To inform</b>	Direct and reported speech	

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	Reading paper from...			<ul style="list-style-type: none"> <li>- Reorientation</li> <li>- Past tense</li> <li>- Quotes from eye witnesses using direct and reported speech</li> <li>- Photographs &amp; captions</li> <li>- Third person</li> <li>- Factual information</li> <li>- Formal language</li> </ul>		Inverted commas for direct speech
	<b>Week 6</b>	(Only 5 weeks teaching in 2020-21 due to Covid Closure). Week 6 of teaching, TBC for future				
<u>Book Title and Genre</u>	<u>Term and Week</u>	<u>Reading and Poetry</u>	<u>Writing text types covered</u>	<u>Features of the text type for year group</u>	<u>Writing Purpose</u>	<u>Grammar objectives</u>
<u>Spring 2</u> <u>7 weeks</u>  Adventures of Odysseus	<b>Week 1</b>	Front cover & blurb – predictions & comprehension  Read prologue, chapter 1.	Role on the wall – predictions and then with information from text  Character description (slow write)	<ul style="list-style-type: none"> <li>- third person</li> <li>- descriptive language (adjectives, expanded noun phrases, simile)</li> <li>- adverbs</li> <li>- subordinate clauses</li> </ul>	<b>To entertain</b>	<ul style="list-style-type: none"> <li>- subordinate clauses</li> <li>- relative clauses</li> </ul>

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 <p>Historical fiction / myths &amp; legends</p> <p>(EHCP – use Usborne book of ‘Ulysses’ if need alternate text)</p> 				<ul style="list-style-type: none"> <li>- range of coordinating conjunctions</li> <li>- past tense</li> </ul>		
	<b>Week 2</b>	Read Penelope letter	Informal letter to Penelope (in role as Odysseus)  Planning writing	<ul style="list-style-type: none"> <li>- complex sentences</li> <li>- subordinate clauses</li> <li>- informal language</li> <li>- contractions</li> </ul>	<b>To entertain</b>  <b>To inform</b>	<ul style="list-style-type: none"> <li>- contractions</li> <li>- informal vs formal</li> <li>- complex sentences</li> </ul>
	<b>Week 3</b>	Read chapter 2 VIPERS  Poetry Read and compare different poetry types (limericks, haiku, rhyme & riddle, free verse, narrative poems)	Poetry Write a narrative, descriptive poem with rhyming features.	<ul style="list-style-type: none"> <li>- <u>rhyming</u> words</li> <li>- narrative through the ‘story’ of the poem</li> <li>- chronological order</li> <li>- using story features from the text</li> <li>- first person</li> <li>- stanzas</li> <li>- descriptive vocabulary (similes, metaphors)</li> </ul>	<b>To entertain</b>	<ul style="list-style-type: none"> <li>- stanzas</li> <li>- rhyming patterns (eg. ABAB)</li> <li>- figurative language (imagery, similes and metaphors)</li> </ul>
	<b>Week 4</b>	Read chapter 3 Analyse opening & ending of chapter. Make contrasts &	Character analysis  Chp 3 Summary	<ul style="list-style-type: none"> <li>- inference</li> <li>- subordination</li> </ul>	<b>To discuss</b>	<ul style="list-style-type: none"> <li>- subordinating conjunctions</li> </ul>

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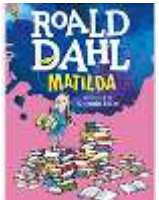


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		comparisons to how the setting and character change				
		VI PERS				
	<b>Week 5</b>	Read chapter 4	Discussion of the questions - 'Should Odysseus trust Hermes?'	- formal language - succinct - state facts - be objective with both sides of argument, before stating own opinion	<b>To persuade</b>	- subordinate clauses - adverbials for reason
	<b>(Assessments)</b>		Debate  Plan balanced argument  Write balanced argument	- range of conjunctions - modal verbs - TRAMP (reason)	<b>To discuss</b>	
	<b>Week 6</b>	Recap whole text	Biography (/fact file)	- factual - subheadings - summarising information - third person - TRAMP adverbials - past tense	<b>To inform</b>	- coordinating conjunctions
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<u>Summer 1</u> <u>6 weeks</u>	<b>Week 1</b>	Analyse front cover and blurb	Story	Using dialogue to advance the action	<b>To entertain</b>	Inverted commas- new line new speaker

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<p>Matilda Roald Dahl</p> 		VIPERS – Chapter 1 Georges Marvellous Medicine- link to Language Legends.	Matilda's Marvellous Medicine			
	Week 2	Reading up to p60 Examples of letters of complaint	Letter of Complaint	1 <sup>st</sup> and 2 <sup>nd</sup> person TRAMP adverbials (reason) Formal language and letter structure Subject Specific Vocabulary	To inform/ persuade	Formal language Cohesive devices (reason adverbials) Clauses- Complex sentences
	Week 3	Read chapters Miss Honey and the Trunchbull- VIPERS	Character description	Figurative language and imagery	To entertain	Relative clauses
	Week 4	Read chapter 'the Parents'	School Report	Formal language Manner and reason adverbials	To inform/To entertain	Formal language
	Week 5	The First Miracle chapter Examples of explanation texts	Explanation text- life cycle of an amphibian	Formal language, brackets for parenthesis	To inform	
	Week 6	ASSESSMENT WEEK				
	<u>Book Title and Genre</u>	<u>Term and Week</u>	<u>Reading and Poetry</u>	<u>Writing text types covered</u>	<u>Features of the text type for year group</u>	<u>Writing Purpose</u>

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<u>Summer 2</u> <u>6 weeks</u>  TO BE CONFIRMED IN 2023	Week 1					
	Week 2					
	Week 3					
	Week 4	ASSESSMENT WEEK <i>Reading paper from...</i>				
	Week 5					
	Week 6					

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