

Year 5 English Long Term Planning

Unit	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction texts/stimulus	Text: Wolf Brother Author: Michelle Paver	Text: This Morning I Met a Whale Author: Michael Morpurgo	Germans in the Woods – Literacy shed Text: Eagle in the Snow by Michael Morpurgo	The Arrival – Shaun Tan	Text: The Time Travelling Cat Author:	Text: Coraline by Neil Gaiman
Final outcomes/genre	Narrative	Narrative – short story	Narrative	Short narrative – atmosphere	Playscript	Narrative with humour
Non-Fiction text stimulus	The Little Freak – Literacy Shed short film clip The Ways of the Wolf - Smriti Prasadam-Halls	Monty the Penguin from Literacy Shed	Anthology – Anthony Horowitz	Anthology	Pupil Book – Knicker dragon	Text: Coraline by Neil Gaiman
Final outcomes/genre	Recount – Diary entry Report- Non Chronological report	Recount – Newspaper report	Biography of a key figure in WW2	Explanation – what were the causes of WW2?	Non-chronological report – Egyptian mummification	Persuasion
Poetry	The River. Linked to This Morning I Met a Whale		In Flanders Fields – Literacy Shed		Egyptian Poetry – geography link	
Final outcomes	Performance Poetry		Historical poem about WW2		Geographical poem about Egypt	
Cross-curricular writing	Science – Explanation on the separation of mixtures. History – Balanced argument – Were the punishments in Anglo Saxon times fair?	Science – Biography of Issac Newton Geography – Diary entry from a river’s perspective.	Science – Non chronological report about the life cycle of an amphibian, a mammal and a bird. History – Diary entry from perspective of a WW2 evacuee	Science- Explanation of the movement of the earth and planets. Geography – Germany- Non Chronological Report for topic books (Geography text)	Science – Instruction writing. How to prove that light travels in straight lines. History – instructions of making a canopic jar	Science – Report – the changes as humans develop to old age. Geography – Should the Olympics have been held in Rio?
Whole class	Wonder by Raquel J. Palacio	Wonder by Raquel J. Palacio	Skelig David Almond	Skelig David Almond	Once MorrisAlmond	Once MorrisAlmond

reading (VIPERS)						
Key grammar and punctuation skills	<p>Develop their understanding of the concepts set out in English Appendix 2 by using modal verbs or adverbs to indicate degrees of possibility.</p> <p>Use grammatical terminology for Year 5 converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]</p> <p>Use grammatical terminology for Year 5 understanding devices to build cohesion within a paragraph [for example, then, after that, this, firstly].</p> <p>Indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing.</p>					
Key writing skills	<p>Plan their writing by beginning to identify the audience for and purpose of the writing, often selecting the appropriate form and using other similar writing as models for their own.</p> <p>Draft and write by beginning to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives.</p> <p>Draft and write by beginning to use some organisational and presentational devices to structure text and to guide the reader [for example, headings, and bullet points].</p> <p>Evaluate and edit by beginning to use the correct tense throughout a piece of writing.</p> <p>Beginning to proof-read for spelling and punctuation errors.</p> <p>Plan their writing by beginning to identify the audience for and purpose of the writing, more often selecting the appropriate form and using other similar writing as models for their own.</p> <p>Draft and write by beginning to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives creatively.</p> <p>Draft and write by beginning to use some organisational and presentational devices with greater independence to structure text and to guide the reader [for example, headings, and bullet points] independently.</p> <p>I independently use the correct tense throughout sustained pieces of writing in different styles.</p> <p>Beginning to proof-read for spelling and punctuation errors independently.</p>					
Key reading skills	<ul style="list-style-type: none"> • Apply their initial knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. • Maintain positive attitudes to reading and understanding of what they read by increasing their familiarity with a range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. • Understand what they read by checking that a text makes sense to them, discussing their understanding and exploring the meaning of words in context. • Understand what they read by beginning to make simple summaries of the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. • Beginning to retrieve, record and present information from non-fiction. • Begin to 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. • Beginning to provide reasoned justifications for their views. 					
Key oracy skills	<p>Listen and respond appropriately to adults and their peers.</p> <p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Use relevant strategies to build their vocabulary .</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings .</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments .</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p>					

	<p>Speak audibly and fluently with an increasing command of Standard English.</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Gain, maintain and monitor the interest of the listener(s).</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>Select and use appropriate registers for effective communication.</p>					
Key spelling/transcription skills	<p>Use grammatical terminology for Year 5 converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]</p> <p>Beginning to use dictionaries to check the spelling and meaning of words.</p> <p>Beginning to use a thesaurus.</p> <p>Beginning to spell some words with 'silent' letters [for example, knight, psalm, solemn].</p> <p>Use the first three letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>Beginning to use dictionaries to check the spelling and meaning of words.</p> <p>Beginning to distinguish between homophones and other words which are often confused.</p> <p>Use some prefixes and suffixes and understand the guidance for adding them.</p> <p>Beginning to use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.</p>					
SMSC, British Values, Global Learning links	Law – link to history. How Anglo Saxon punishments similar and different to ours today?	Poverty in third world countries (Rivers topic)	Equality and democracy. Link to WW2 and Adolf Hitler.	Democracy – the development of German democracy – link to religion.	How is the process of mummification different linking to gender and class?	How are the countries in North America and South America different? Link to equality. Geography link.

Literacy Shed links