



Wainwright Primary Academy

Year 5 English Long Term Planning 2017 - 2018



Year 5 English overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Narrative	PoR: Ice traps: Shackleton's incredible expedition.	Street child		The viewer- Gary Crew	PoR Charlie and the chocolate factory (Significant authors)	Treason by Berlie Doherty PoR: Macbeth
Suggested final written outcome	Recounts: Newspaper report: conclusion to the expedition	Writing to entertain: Concluding the street child novel		Writing to entertain: short suspense story	writing to entertain: Character descriptions in the style of Roald Dahl	Writing to entertain: Suspense writing. Play scripts (Macbeths)
Non-fiction	Famous explorers and geographical books linked to Polar regions	Children in the Workhouse	Environmental issues	Games in the past and today	Information books based around the Aztecs.	Tudor England (link to treason text)
Suggested final written outcome	Writing to inform: (recounts) Log entry about different events of the expedition	Writing to discuss: Should children be forced to work in the workhouse	Writing to persuade: Taking care of the world is everyone's job!	Writing to instruct: Instructions for how to play a game.	Writing to explain: The defeat of the Aztecs	Writing to report: Non- chronological report.
Poetry	Link to national poetry week.		PoR cosmic disco			Poetry appreciation. Research a particular poet.
Suggested final written outcome	Freedom poetry		Free verse poetry/ listen, read and respond.			Personal response to poems and recite familiar poems.



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National Curriculum Overview - Year 5

By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly.

Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English.

During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. As in years 3 and 4, pupils should be taught to enhance the effectiveness of their writing as well as their competence.

It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling. However, as far as possible, these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.



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Key reading objectives in Year 5

Decoding	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet
Range of reading	continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks*reading books that are structured in different ways and reading for a range of purposes*making comparisons within and across books
Familiarity with texts	increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions*identifying and discussing themes and conventions in and across a wide range of writing
Poetry and performance	*learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
Word meanings	
Understanding	checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context*asking questions to improve their understanding*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
Inference	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Prediction	predicting what might happen from details stated and implied
Authorial intent	identifying how language, structure and presentation contribute to meaning*discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
Non-fiction	distinguish between statements of fact and opinion*retrieve, record and present information from non-fiction
Discussing reading	recommending books that they have read to their peers, giving reasons for their choices*participate in discussions about books, building on their own and others' ideas and challenging views courteously*explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views



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Key writing objectives in Year 5

Phonics and whole word spelling	spell some words with 'silent' letters• continue to distinguish between homophones and other words which are often confused• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1
Other spelling	use further prefixes and suffixes and understand the guidance for adding them• use dictionaries to check the spelling and meaning of words• use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
Handwriting	choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters• choosing the writing implement that is best suited for a task
Contexts for writing	identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
Planning writing	noting and developing initial ideas, drawing on reading and research where necessary
Drafting writing	selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action• précising longer passages• using a wide range of devices to build cohesion within and across paragraphs• using further organisational and presentational devices to structure text and to guide the reader
Editing writing	• assessing the effectiveness of their own and others' writing• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning• ensuring the consistent and correct use of tense throughout a piece of writing• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register• proofread for spelling and punctuation errors
Performing writing	perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Vocabulary	use a thesaurus• using expanded noun phrases to convey complicated information concisely• using modal verbs or adverbs to indicate degrees of possibility
Grammar	using the perfect form of verbs to mark relationships of time and cause• using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun• converting nouns or adjectives into verbs• verb prefixes• devices to build cohesion, including adverbials of time, place and number
Punctuation	using commas to clarify meaning or avoid ambiguity in writing• using brackets, dashes or commas to indicate parenthesis



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Key sentence types in Year 5

Sentence type	Examples	Additional points to be taught through the sentence type
<p>O.(I.) sentences OR Outside: Inside sentences Two related sentences (first tells us what a character is supposedly thinking, second, related sentence, which is always in brackets, lets the reader know the character's true INNER feelings) Bracketed sentence shows viewpoint. Possible words for beginning second sentence: However...In truth...Secretly...Happy/sad...Brave/terrified etc</p>	<p>She told the little girl not to be so naughty. (Inside, however, she was secretly amused by what she had done.)</p>	<p>Choosing nouns and pronouns (me, him, he himself, his etc) appropriately for clarity and cohesion</p> <p>Viewpoint</p> <p>Parenthesis</p>
<p>Some; others sentences Compound sentences beginning with the word some and have a semi-colon instead of a conjunction separating the latter half of the sentence</p>	<p>Some people love football; others just can't stand it</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses</p>
<p>Personification of weather sentences An element of the weather is given a human attribute. When grasped, introduce an adverb</p>	<p>The rain wept down his window</p> <p>The rain wept pitifully down his window</p>	<p>Determiner - stands before any noun if necessary to enable the sentence to make sense (the, a, this, my, any)</p> <p>'The rain wept down his window.'</p>
<p>The more, the more sentences The first more should be followed by an emotive word and the second more should be followed by a related action. Provide a list of human emotions When grasped introduce The less, the less sentence</p>	<p>The more upset she was, the more her tears flowed</p>	<p>Adverbial starters</p>



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	The less happy he became, the less likely he was to smile	
<u>ing, ed</u> This sentence inverts typical sentence structure (subject-verb) and moves from present to past tense. Begins with a verb ending in ing followed by the location of the action and then a comma. After the comma, the latter part begins with a name or personal pronoun followed by a second verb with an ed ending and a pivotal incident	Walking in the bush, she stopped at the sight of a crocodile facing her.	Preposition - links a following noun or pronoun to some other word in the sentence (unlike conjunctions, they cannot link clauses) 'Walking in the bush, she stopped at the sight of a crocodile facing her.' 'She waved to her mother and watched her as she disappeared in the fog at the bottom of the street.'
Irony sentences Deliberately overstates how good or bad something is. The overstated word (such as wonderful is then shown to be a falsehood in the remainder of the sentence, when truth is evidenced. Begin by collecting superlatives which can be used in the initial, ironic part of the sentence. Display as a A-Z of these.	Our 'luxury' hotel turned out to be a Farm outbuilding	



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Key language features in Year 5

Text Structure	Sentence Construction	Word Structure/Language	Punctuation
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<p>Consolidate Year 4 list</p> <p>Introduce:</p> <p>Secure independent use of planning tools</p> <p>Story mountain /grids/flow diagrams</p> <p>Plan opening using:</p> <p>Description /action/dialogue</p> <p>Paragraphs: Vary connectives within paragraphs to build cohesion into a paragraph</p> <p>Use change of place, time and action to link ideas across paragraphs.</p> <p>Use 5 part story structure</p> <p>Writing could start at any of the 5 points. This may include flashbacks</p> <p>Introduction -should include action / description -character or setting / dialogue</p> <p>Build-up -develop suspense techniques</p> <p>Problem / Dilemma -may be more than one problem to be resolved</p> <p>Resolution -clear links with dilemma</p> <p>Ending -character could reflect on events, any changes or lessons, look</p>	<p>Consolidate Year 4 list</p> <p>Introduce:</p> <p>Relative clauses beginning with who, which, that, where, when, whose or an omitted relative pronoun.</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Develop complex sentences:</p> <p>(Subordination)</p> <p>Main and subordinate clauses with full range of conjunctions:</p> <p>(See Connectives and Sentence Signposts doc.)</p> <p>Expanded -ed clauses as starters e.g.</p> <p>Encouraged by the bright weather, Jane set out for a long walk.</p> <p>Terrified by the dragon, George fell to his knees.</p> <p>Elaboration of starters using adverbial phrases e.g.</p> <p>Beyond the dark gloom of the cave, Zach saw the wizard move.</p> <p>Throughout the night, the wind howled like an injured creature.</p>	<p>Consolidate Year 4 list</p> <p>Introduce:</p> <p>Metaphor</p> <p>Personification</p> <p>Onomatopoeia</p> <p>Empty words</p> <p>e.g. someone, somewhere was out to get him</p> <p>Developed use of technical language</p> <p>Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify)</p> <p>Verb prefixes (e.g. dis-, de-, mis-, over- and re-)</p>	<p>Consolidate Year 4 list</p> <p>Introduce:</p> <p>Rhetorical question</p> <p>Dashes</p> <p>Brackets/dashes/commas for parenthesis</p> <p>Colons</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>
<p>Text Structure</p>	<p>Sentence Construction</p>	<p>Word Structure/Language</p>	<p>Punctuation</p>
<p>forward to the future ask a question.</p>	<p>Drop in -'ed' clause e.g.</p>		



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<p>Non-Fiction Introduce: Independent planning across all genres and application Secure use of range of layouts suitable to text. Structure: Introduction / Middle / Ending Secure use of paragraphs: Use a variety of ways to open texts and draw reader in and make the purpose clear Link ideas within and across paragraphs using a full range of connectives and signposts Use rhetorical questions to draw reader in Express own opinions clearly Consistently maintain viewpoint Summary clear at the end to appeal directly to the reader</p>	<p>Poor Tim, exhausted by so much effort, ran home. Speaking and listening in Year 5 The lesser known Bristol dragon, recognised by purple spots, is rarely seen. Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect Moving sentence chunks (how, when, where) around for different effects e.g. The siren echoed loudlythrough the lonely streetsat midnight Use of rhetorical questions Stage directions in speech (speech + verb + action) e.g. "Stop!" he shouted, picking up the stick and running after the thief. Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)</p>		
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NC Requirements Pupils should be taught to:	Years 5 and 6 For instance:
Listen and respond appropriately to adults and their peers	Show a clear understanding of the main points of a conversation / discussion. Be able to articulate and develop the speaker's ideas in different ways. Make reference to others comments when articulating own ideas Participate in collaborative work taking on board the ideas of others and adapting these to meet the needs of the group
Ask relevant questions to extend their understanding and knowledge	Spontaneously ask questions which develop the conversation and take ideas or knowledge further
Use relevant strategies to build their vocabulary	Using vocabulary appropriately and for effect Use appropriate terminology linked to other curriculum subjects Can talk about abstract concepts using a rich and varied vocabulary to articulate ideas and emotions
Articulate and justify answers, arguments and opinions	Can sustain and argument an follow a train of thought, returning to main ideas throughout the course of the conversation Can present ideas / opinions coherently , supported with reasons
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	Can talk about feelings ,thought sand ideas with some detail to make meaning explicit Can present information clearly and in an appropriate form to the listener Can plan and present information verbally selecting the appropriate format and style to match the purpose Can sustain a longer conversation about a given topic
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Can summarise another person's contribution to a discussion adding their own interpretation / opinion based on what has been heard



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Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Offer ideas and support these with reasoning. Be prepared to change these as new information comes to light and make reference back to original thoughts providing either further evidence to support ideas or reasons for the change of focus
Speak audibly and fluently with an increasing command of Standard English	Can articulate thoughts clearly when presenting to a range of audiences Can adopt a formal / informal tone as appropriate to the situation
Participate in discussions, presentations, performances, role play, improvisations and debates	Can present information in a variety of ways to a range of audiences Take an active role in discussions - taking on specific roles and taking responsibility to ensure that a discussion remains focused Perform to wider audiences combining words, gestures and movement Participate in debates, following appropriate etiquette, and conventions
Gain, maintain and monitor the interest of the listener (s)	Be aware of the listener and adapt talk to maintain the listener's interest Express and explain relevant ideas with some elaboration to make meaning explicit Maintain control and effective organisation of a talk to guide the listener Adapt vocabulary, grammar and non-verbal features to maintain listener's interest
Consider and evaluate different viewpoints, attending to and building on the contributions of others	Make reference to the viewpoints of others providing supporting evidence or counterbalancing these with their own opinions
Select and use appropriate registers for effective communication.	Explain how language use varies in different situations. Reflect this understanding in the choices made for delivering talk