



Always our best, for God, each other, and ourselves.

St. Ann's Church of England Primary School

## Y5 ENGLISH LONG TERM PLAN (2021-22)

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Author Focus</b>	Neil Gaiman		Shaun Tan		Candy Gourlay	
<b>Shared Novel</b>	The Graveyard Book		The Lost Thing		Bone Talk	Tall Story
<b>Poetry Focus</b>	The Highwayman – Alfred Noyes		Daffodils - William Wordsworth		Macavity the Mystery Cat - T.S. Eliot	
<b>Writing composition</b>	<p><b>Composition</b></p> <ul style="list-style-type: none"> <li>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader using appropriate levels of formality e.g. no contractions within formal writing, appropriate use of colloquial language and correct use of standard and non-standard English</li> <li>Create complex sentences by using relative clauses with relative pronouns who, which, where, whose, when, that e.g. Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill</li> <li>Use different sentence structures showing an awareness of the impact on the reader eg longer, multi clause sentences for description, shorter sentences to build tension</li> <li>Independently group related material into paragraphs. (<i>Paragraphs to be taught using the 'TIP TOP' strategy. New paragraph to be used when there is a change in TIME (TI), PERSON (P), TOPIC (TO) or PLACE (P). This strategy should be applied for both narrative and non-narrative pieces.</i>)  <i>* leave a line between paragraphs (no indenting)</i></li> <li>Use devices to build cohesion within and across paragraph e.g. firstly, then, presently, this, subsequently, later, nearby, secondly</li> <li>Use brackets, dashes and commas for parenthesis</li> <li>Use the range of punctuation taught up to and including Y5 expectations including a colon to begin a list</li> <li>Use modal verbs to suggest degrees of possibility</li> <li>Use organisation and presentational devices demonstrating an awareness of the audience and purpose e.g. underlining, bullet points, headings</li> <li>Proofread to check for errors in spelling, grammar (include checking for tense) and punctuation in own and others' writing according to year group expectations</li> </ul>					
<b>Reading</b>	<p><b><u>Over the academic year, the skills below that are the focus for a specific year group are revisited time and time again using a more demanding text</u></b></p> <p>KPIs:</p> <ul style="list-style-type: none"> <li>Check that the book makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals.</li> <li>Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal</li> <li>Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence</li> <li>Through close reading of the text, re-read and read ahead to locate clues to support understanding</li> <li>Scan for key words and text mark to locate key information</li> <li>Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - Point + Evidence + Explanation</li> </ul>					

	<ul style="list-style-type: none"> <li>Explore, recognise and use the terms metaphor, simile, imagery</li> </ul>	
<b>Punctuation &amp; Grammar</b>	Word	<ul style="list-style-type: none"> <li>Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]</li> <li>Verb prefixes [for example, dis–, de–, mis–, over– and re–]</li> </ul>
	Sentence	<ul style="list-style-type: none"> <li>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</li> <li>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</li> </ul>
	Text	<ul style="list-style-type: none"> <li>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</li> <li>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</li> </ul>
	Punctuation	<ul style="list-style-type: none"> <li>Brackets, dashes or commas to indicate parenthesis</li> <li>Use of commas to clarify meaning or avoid ambiguity</li> </ul>
	Terminology for pupils	<ul style="list-style-type: none"> <li>modal verb, relative pronoun</li> <li>relative clause</li> <li>parenthesis, bracket, dash</li> <li>cohesion, ambiguity</li> </ul>
<b>Phonics/ Spelling</b>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>I can spell most of the words on the Y5/Y6 word list</li> <li>I can use further prefixes and suffixes and understand how to add them (eg. -ous, -tion/-sion/-cian/-ssion, -able/-ible, -ably/-ibly)</li> <li>I can spell some words with silent letters (eg. island, doubt, knight)</li> <li>I continue to understand the difference between homophones &amp; other words often confused</li> <li>I can use the first 3 or 4 letters of a word to check spelling or meaning (or both) in a dictionary</li> <li>I can use a thesaurus for alternative word choices</li> </ul> <p><b>Specifics:</b></p> <ol style="list-style-type: none"> <li>Words ending in –ant, –ance/–ancy, –ent, –ence/–ency.</li> <li>Words ending in –able and –ible, words ending in –ably and –ibly.</li> <li>Adding suffixes beginning with vowel letters to words ending in –fer.</li> <li>Use of the hyphen.</li> <li>Words with the /i:/ sound spelt ei after c.</li> <li>Words containing the letter-string ough.</li> <li>Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word).</li> <li>Homophones and other words that are often confused.</li> <li>Revision of objectives and words contained within word list.</li> </ol>	
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>Maintain legibility in joined handwriting when handwriting at speed</li> </ul> <p>* A Y3 pupil cannot be assessed at working at Y3 expected standard without joining up their handwriting</p>	