

English Long Term Plan Year 5 2022-2023

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		What are the Anglo-Saxons remembered for?	How much did Britain change from 793AD to 1066 (Vikings)	What are natural disasters and how do they impact the lives of people living in Asia?		What legacy have the Elizabethans left behind in our locality?	What were the positive and negative aspects of the Industrial Revolution?
Year 5	English Texts	'The Tin Forest' F Helen Ward 'The Tea Dragon Society' F Kay O'Neil 'Beowolf' F Michael Morpurgo	'Junk: The Story of Jasper O'Leary' P 'Birdsong' F Katya Balen	'Floodland' F Marcus Sedgewick 'The Varmints' F Helen Ward 'Macbeth' P William Shakespeare		'Jabberwocky' Lewis Carroll P 'The Last Bear' F Hannah Gold	'Gaslight' F Eloise Williams 'The Secret Diary of Jane Pinny' F Philip Ardagh 'What is red?' by Cristina Rosetti P
	Text Type and Outcome	Fiction: Story Retell Mythical Beast Character description Non-fiction: Dragon Explanation text Poetry: Kennings	Fiction: Setting description Flashback story Poetry: Impossible Gifts Fiction: Instructions text	Fiction: Letter to Zoe's parents Diary entry Chapter Retell Non-fiction: Newspaper report Varmint Explanation Text How to stay safe in a Flood/Earthquake		Poetry: Learn and perform Jabberwocky Fiction: Character profile Figurative description Setting Comparison April's Diary Entries Letter Non-Fiction: Bear Island Explanation Text	Fiction: Informal letter Opening Chapter (short narrative) Diary entry Non-fiction: Information text: Life as child in Victorian times Poetry: What is...?
	Grammar and Punctuation	Review of word class Determiners Fronted adverbials Modal verbs Nouns, pronoun, possessive pronoun Review of types of sentences Review of basic punctuation	Dialogue/Direct Speech Noun and prepositional phrases Simple, compound and complex sentences Conjunctions Main and Subordinate clauses Relative clauses and relative pronouns Parenthesis	Apostrophes: Contractions Apostrophes: singular and plural possession Punctuation: Commas to mark clauses and adverbials. Commas to clarify meaning Colons to introduce		Standard English for verb inflections Verb prefixes Convert nouns or adjectives into verbs using suffixes: -ate, -ise, -ify	Revision based on outcomes.
	Reading skills	Through reading pupils are taught to: <ul style="list-style-type: none"> - Maintain positive attitudes to reading and understanding of what they have read - Understand what they read - Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - Distinguish between statements of fact and opinion - Retrieve, record and present information from non-fiction - 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 - Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary - Provide reasoned justifications for their views 					
	Handwriting	Pupils are taught to: <ul style="list-style-type: none"> - Write legibly, fluently and with increasing speed 					
	Spelling	Pupils are taught to spell by: <ul style="list-style-type: none"> - Using further prefixes and suffixes and understand the guidance for adding them - 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 - Use dictionaries to check the spelling and meaning of words - Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary - Use a thesaurus 					

		<p>Revision of statutory requirements for Y3 and Y4:</p> <p>Suffixes: beginning with vowel letters of words of more than one more syllable Suffix: ation, ous, ly, Suffix: ion, ian Prefixes: un, dis, mis, in, il, im, in, ir, re, sub, inter, super, anti, auto</p>	<p><i>Revision of statutory requirements for Y3 and Y4:</i></p> <p>'l' sound spelt 'y' 'u' sound spelt 'ou' Endings: sure, ture 'c' sound spelt 'ch' 'sh' sound spelt 'ch' 'g' sound spelt 'gue' 'k' sound spelt 'que' 's' sound spelt 'sc' 'ai' sound spelt 'ei', 'eigh' 'ey'</p>	<p>Revision of statutory requirements for Y3 and Y4:</p> <p>Possessive apostrophe with plural words Homophones and near homophones (spelling and meaning)</p>	<p>Statutory requirements for Y5 and Y6:</p> <p>Words ending in 'able' 'ably' 'ible' 'ibly' Words ending in 'cious' and 'tious' Words ending in 'cial' and 'tial'</p>	<p>Statutory requirements for Y5 and Y6:</p> <p>Homophones and other words that are often confused (spelling and meaning)</p>	<p>Statutory requirements for Y5 and Y6:</p> <p>Revision of whole year's spelling by reviewing common errors and misconceptions</p>
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