

Eltham C of E Primary School
Year 5 English Long Term Planning

- This long term planning grid ensures coverage of the National Curriculum.
- The document should be used alongside the National Curriculum and Spelling overview to produce weekly English writing and Guided Reading plans.
- The whole text specified should be used as part of the teaching sequence for writing. Activities should be linked to it where possible but the focus should always be on what is going to provide the best stimulus for the children and get the best writing from them.
- Each whole text(s) should be covered over the half term and writing outcomes over a 1-2 week teaching sequence.
- Where possible punctuation and grammar activities should be taught within the units and have been plotted where they best fit with the text type that is being covered.
- Carousel and Whole Class Guided Reading time should be used to specifically teach the Skills of DERIC and planning should have a clear focus that reflects these skills.
- Spellings are planned in line with Phase 5 and Phase 6 in Year 1 and 2 and from Years 3-6 Teachers follow the 'Twinkl' spelling programme that covers the statutory requirements of the NC as well as supplementing with words from the statutory words lists for Years 3 and 4 and 5 and 6 (see separate overview).

Year group: 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing						
Whole text	Kensuke's Kingdom (adventure)	Cogheart	Aesop's Fables	Wonder (modern fiction/issue)	There's a Boy in the Girl's Bathroom	Ada's Violin (cultural/biographical)
Writing outcomes	<ul style="list-style-type: none"> • Narrative: Informal letter to friend • Balanced Argument: should the family sail around the world? • Narrative: setting description of island • Biography: Kensuke • Poetry: Kennings 	<ul style="list-style-type: none"> • Hybrid Text: how to look after a mechanical. • Report: newspaper • Review based on Horrible Histories Trip 	<ul style="list-style-type: none"> • Non chronological report: Greek Monster • Narrative: Writing own version of a fable • Persuasion: letter • Information: Disability text • Narrative: action/fight scene • 	<ul style="list-style-type: none"> • Literary Recount: Emails-writing in role • Balanced argument: should Jeff be Bradley's friend? • Narrative: combining action description dialogue 	<ul style="list-style-type: none"> • Whole Narrative- Box of Surprises. • Factual recount: magazine article on conditions for children 	
Composition	<p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Consider how authors have developed characters and settings.</p> <p>To describe settings, characters and integrate dialogue to convey the character and the action.</p> <p>Use further organisational and presentation devices to structure the text and guide the reader.</p>	<p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>To use a wide range of devices to build cohesion within and across paragraphs</p>	<p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Use further organisational and presentation devices to structure the text and guide the reader.</p>	<p>Use further organisational and presentation devices to structure the text and guide the reader.</p> <p>To use a wide range of devices to build cohesion within and across paragraphs</p> <p>To précise longer passages.</p>	<p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>To describe settings, characters and integrate dialogue to convey the character and the action</p> <p>Consider how authors have developed characters and settings.</p>	<p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Consider how authors have developed characters and settings.</p> <p>To describe settings, characters and integrate dialogue to convey the character and the action.</p>

<p>Punctuation Grammatical Terminology</p> <p><i>Words in bold are those that need to be taught and learnt.</i></p>	<p>Use commas to clarify meaning or avoid ambiguity. Use the perfect form of word to mark relationships to time and cause. Use relative clauses beginning with who, which, where, when, whose that or an omitted relative pronoun. Use of modal verbs in their writing e.g. would, should, could, may, might, must. Use expanded noun phrases to convey complicated information concisely.</p>	<p>Use of brackets, dashes or commas to indicate parenthesis. To recognise vocabulary and structures that are appropriate for formal speech. To use passive verbs to affect the presentation of information in a sentence.</p>	<p>Use expanded noun phrases to convey complicated information concisely. Use commas to clarify meaning or avoid ambiguity. To use semi-colons to join to independent clauses</p>	<p>To use passive verbs to affect the presentation of information in a sentence. Use relative clauses beginning with who, which, where, when, whose that or an omitted relative pronoun. Use of modal verbs in their writing e.g. would, should, could, may, might, must.</p>	<p>Use of modal verbs in their writing e.g. would, should, could, may, might, must. Use of brackets, dashes or commas to indicate parenthesis. Use expanded noun phrases to convey complicated information concisely. To use semi-colons to join to independent clauses</p>	<p>Use relative clauses beginning with who, which, where, when, whose that or an omitted relative pronoun. Use expanded noun phrases to convey complicated information concisely. Use commas to clarify meaning or avoid ambiguity Use of brackets, dashes or commas to indicate parenthesis.</p>
<p>Evaluate and Edit</p>	<p>Assess the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensure the consistent and correct use of tense throughout a piece of writing Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register Proof-read for spelling and punctuation errors Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>					
<p>Presentation/ Handwriting</p>	<p>Write legibly, fluently and with increasing speed. Choose which shape of letter when given choices. Decide whether or not to join specific letters. Choose the writing implement that is best suited for a task.</p>					
<p>Spelling</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them Spell some words with 'silent' letters [for example, knight, psalm, solemn] 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 English Appendix 1 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>					

Reading						
<p>Whole Class Guided Reading Texts</p> <p><i>The teaching of DERIC skills through the Whole texts/text extracts</i></p>	<p>D: Decoding words E: Explaining new vocabulary (Discussing vocabulary in context and discussing understanding of whole texts) R: Retrieving information (Understand, sequence, summarise, retrieve and record information from texts, including nonfiction and dictionaries). I: Interpreting information (Draw inferences from texts, explain word meanings, predict information, events or ideas from text, justifying with evidence). C: Choice (Explain and comment on the writers' use of language, structure and presentation and the overall impact on the reader-thinking about the choices made).</p>					
	Whole Class Guided Reading	Whole Class Guided Reading	Whole Class Guided Reading	Whole Class Guided Reading	Whole Class Guided Reading	Whole Class Guided Reading
		Whole Text: Cogheart				
National Curriculum statements.	<p>Decoding (word reading) Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet.</p> <p>Attitudes to 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 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 Recommending books that they have read to their peers, giving reasons for their choices Identifying and discussing themes and conventions in and across a wide range of writing Making comparisons within and across books (R) 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</p> <p>Understanding Reading Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context (E) Asking questions to improve their understanding (R) Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (I) Predicting what might happen from details stated and implied (I) Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas (R) Identifying how language, structure and presentation contribute to meaning (C) Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader (C) Distinguish between statements of fact and opinion (R) Retrieve, record and present information from non-fiction (R) 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 understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes (E) Provide reasoned justifications for their views (I)</p>					
Spoken Language/ Inc. Word aware techniques	<p>Ask relevant questions to extend their knowledge and understanding. Use spoken language to develop understanding through speculating and hypothesising. Select and use appropriateness registers for effective communication. Give well-structured explanations for different purposes. Consider and evaluate different viewpoints, attending to and building on the contribution of others.</p>					

	<p>Articulate and justify answers, arguments and opinions Use relevant strategies to build their vocabulary. Speak audibly and fluently using an increasing command of the English language</p>
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