


Writing Purpose: To entertain To inform To persuade To discuss (Y5/6 only)

Year 5 English Long Term Plan

Book Title and Genre	Term and Week	Reading and Poetry	Writing text types covered	Features of the text type for year group	Writing Purpose	Grammar objectives
<p style="color: green; text-align: center;"><u>Autumn 1</u> <u>7 weeks</u></p> <p style="text-align: center;"><i>Golden Horsemen of Baghdad</i> Saviour Pirotta</p>  <p style="color: red; text-align: center;">Historical fiction / adventure</p>	Week 1	<p>Front cover & blurb analysis</p> <p>Predictions</p> <p>Read Chapter 1. Reading VIPERS</p> <p>Read Chapter 2. Summary of Chp2</p>	Short paragraph – stating opinion of whether or not Jabir should be punished	<ul style="list-style-type: none"> - opinion backed up with facts from text - subordination - first person 		<p>Subordinating conjunctions for predictions</p> <p>TRAMP adverbials – cohesion in summaries</p>
	Week 2	Read up until p.39	<p>Persuasive speech in role as barrister</p> <p style="text-align: center;">(plan and write)</p>	<ul style="list-style-type: none"> - Relative clauses - Modal verbs for command, persuasion and possibility - second person pronouns to address the jurors directly - persuasive devices: agreement (e.g. obviously, without doubt), 	<p style="color: green;">To persuade</p> <p style="color: purple;">To discuss</p>	<p>Relative clauses</p> <p>Modal verbs for command, persuasion and possibility.</p>

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				- rhetorical questions		
	Week 3	Read chapter 3 and 4 – VIPERS Read chapter 5	Setting description (plan and write) Descriptive drawing task if needed	- Fronted adverbials (place and manner) - commas in lists, - expanded noun phrases (in sentences with prepositions and verbs) - figurative language	To entertain	TRAMP adverbials (place and manner) Figurative language
	Week 4	Read chapter 6 and 7	Formal letter of complaint	- Formal language - Cohesive devices- reason adverbials - Formal letter structure - First person - Present tense, but also past to refer to <i>what's happened</i> - NO contractions	To persuade To discuss	Commas splicing activity.
	Week 5 ASSESSMENT WEEK	Read chapters 8 and 9	Story Writing (own chapter 10 – ‘A Brilliant Idea)	- Third person - Speech to build character - Descriptive language	To entertain	Punctuating speech properly (GD – using EAST to characterise speech)

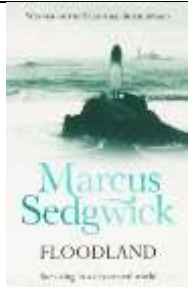

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	Reading paper from...		Story planning following 'ladder' structure (not story mountain) (not taught with Year 5s in 2020-21 due to time constraints, but did with Year 6 in Summer 1)	- Varied sentence starters - Properly punctuated speech		
	Week 6		Topic Writing – Comparing Baghdad/Early Islamic Civilisations and Anglo-Saxon Britain in c. AD 900		To inform	
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<u>Autumn 2</u> <u>7 weeks</u>	Week 1	(Tues-Fri) Geography transition week tasks and baseline assessments				
Floodland Marcus Sedgwick	Week 2	Analysis of front cover & of 1 st paragraph. Read to p.5	Prediction after 1 st paragraph. Alternative ending to the chapter	- own opinion (1 st person) - inference - past tense	To entertain (alternate ending)	- modal verbs - 1 st /2 nd /3 rd person - TRAMP adverbials (time and place)

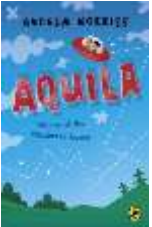
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 <p>Dystopian future / adventure - fiction</p> <p>(EHCP – use 'River Story' book if need alternate text)</p> 		Chapter 1 reading comp./VIPERS		<ul style="list-style-type: none"> - adverbials - third person - prepositions - descriptive language 		<ul style="list-style-type: none"> - word classes (adjectives)
	Week 3	Read Chapter 2 Write a summary Verbal questioning throughout	Pose question – 'Should Zoe's dad have left her on the island?' Table for & against Paragraph with their opinion Verbal debate (building up for w4)	<ul style="list-style-type: none"> - formal language - balanced argument (introduce Thinking Hat plan) 	To persuade To discuss	<ul style="list-style-type: none"> - fronted adverbials - coordinating conjunctions - subordinating conjunctions
	Week 4	Reading comprehension based on newspaper article linked with flooding. Read Chp 3 extract Text mark and fluency	Conscience Alley – Should Zoe the Eels? Planning writing (Balanced Argument)	<ul style="list-style-type: none"> - succinct - state facts - formal - be objective with both sides of argument, before stating own opinion 	To persuade To discuss	<ul style="list-style-type: none"> - modal verbs - cohesive devices - varying conjunctions
	Week 5	Read own/peers work to edit	Balanced Argument	(See w4)	To persuade To discuss	(See w4)

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	Week 6	Read chapters 4-7	Newspaper report - Look at examples - Highlight features and structural features	- chronological order - 5 Ws - formal - factual - speech (indirect / direct) - accurate structural layout of newspaper	To inform	- third person - past tense verbs - direct speech
	Week 7	Read more of the book	(See w6)	(See w6)	To inform	(See w6)
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<u>Spring 1</u> <u>6 weeks</u> <u>Aquila</u> <u>Andrew Norriss</u>  Fiction – adventure / sci-fi	Week 1	Front cover & blurb analysis Predictions Read Chapter 1 – compare with beginning of TV version Read first part of Chapter 2. Make further predictions.	Introduce Police report	- formal language - third person - time adverbials - facts stated in chronological order - relative clauses - past tense - paragraphs	To inform	Modal verbs – would, could, might Subordinating conjunctions
	Week 2		Police report	- formal language - third person - time adverbials	To inform	Conjunctions & adverbs

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				<ul style="list-style-type: none"> - facts stated in chronological order - relative clauses - past tense - paragraphs 		
	Week 3	<p>Read up to end of Chapter 3</p> <p>Read Chapter 4</p>	<p>Hot seat leading into Description</p> <p>Introduce diary</p>	<ul style="list-style-type: none"> - adjectives - similes / metaphors - expanded noun phrases - third person 	To entertain	Similes and metaphors
	Week 4	<p>Verbal summary of Chapter 4</p> <p>Read Chapter 5</p>	<p>Planning and then writing - Diary</p>	<ul style="list-style-type: none"> - 'Dear Diary' type start - colloquial language (chatty & informal) - reflective - including thoughts and feelings - past tense - first person - chronological order - descriptive elements (using senses) - paragraphs - *NO DIRECT SPEECH* 	<p>To entertain</p> <p>To inform</p>	<p>Informal/formal</p> <p>Contractions</p>

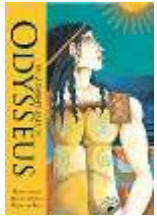
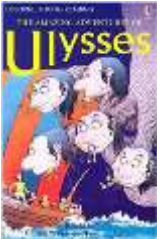
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	Week 5 ASSESSMENT WEEK Reading paper from...	Read example newspaper reports	Newspaper Report	<ul style="list-style-type: none"> - headline & date = introduction / orientation (5 Ws) - Main body - Reorientation - Past tense - Quotes from eye witnesses using direct and reported speech - Photographs & captions - Third person - Factual information - Formal language 	To inform	Direct and reported speech Inverted commas for direct speech
	Week 6	(Only 5 weeks teaching in 2020-21 due to Covid Closure). Week 6 of teaching, TBC for future				
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<u>Spring 2</u> <u>7 weeks</u> Adventures of Odysseus	Week 1	Front cover & blurb – predictions & comprehension Read prologue, chapter 1.	Role on the wall – predictions and then with information from text	<ul style="list-style-type: none"> - third person - descriptive language (adjectives, expanded noun phrases, simile) 	To entertain	<ul style="list-style-type: none"> - subordinate clauses - relative clauses

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 <p>Historical fiction / myths & legends</p> <p>(EHCP – use Usborne book of ‘Ulysses’ if need alternate text)</p> 			Character description (slow write)	<ul style="list-style-type: none"> - adverbs - subordinate clauses - range of coordinating conjunctions - past tense 		
	Week 2	Read Penelope letter	Informal letter to Penelope (in role as Odysseus) Planning writing	<ul style="list-style-type: none"> - complex sentences - subordinate clauses - informal language - contractions 	To entertain To inform	<ul style="list-style-type: none"> - contractions - informal vs formal - complex sentences
	Week 3	Read chapter 2 VIPERS Poetry Read and compare different poetry types (limericks, haiku, rhyme & riddle, free verse, narrative poems)	Poetry Write a narrative, descriptive poem with rhyming features.	<ul style="list-style-type: none"> - rhyming words - narrative through the ‘story’ of the poem - chronological order - using story features from the text - first person - stanzas - descriptive vocabulary (similes, metaphors) 	To entertain	<ul style="list-style-type: none"> - stanzas - rhyming patterns (eg. ABAB) - figurative language (imagery, similes and metaphors)
	Week 4	Read chapter 3	Character analysis	<ul style="list-style-type: none"> - inference - subordination 	To discuss	<ul style="list-style-type: none"> - subordinating conjunctions

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		Analyse opening & ending of chapter. Make contrasts & comparisons to how the setting and character change	Chp 3 Summary			
	Week 5	Read chapter 4	Discussion of the questions - 'Should Odysseus trust Hermes?'	- formal language - succinct - state facts - be objective with both sides of argument, before stating own opinion	To persuade	- subordinate clauses - adverbials for reason
	(Assessments)		Debate Plan balanced argument Write balanced argument	- range of conjunctions - modal verbs - TRAMP (reason)	To discuss	
	Week 6	Recap whole text	Biography (/fact file)	- factual - subheadings - summarising information - third person - TRAMP adverbials - past tense	To inform	- coordinating conjunctions
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<p><u>Summer 1</u> <u>6 weeks</u></p> <p>Type of book BOOK NAME AUTHOR</p> <p>Picture of book</p> <p>Biomes Topic – King of the Cloud Forest Swap Kensukes?</p>	Week 1					
	Week 2					
	Week 3					
	Week 4					
	Week 5	ASSESSMENT WEEK <i>Reading paper from...</i>				
	Week 6					
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<p><u>Summer 2</u> <u>6 weeks</u></p> <p>Type of book BOOK NAME AUTHOR</p>	Week 1					
	Week 2					
	Week 3					
	Week 4	ASSESSMENT WEEK <i>Reading paper from...</i>				

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Picture of book	Week 5					
London Topic – Matilda Swap maybe?	Week 6					

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