



Lea Primary School English Long Term Plan – Year 5

Every time we write expectations	Ongoing objectives throughout the year	Proof reading & editing
Say it, write it, read it Punctuate sentences correctly Check High Frequency Words are spelt correctly Take pride with our presentation	*Takes account of different audiences and purposes when writing *Engage the reader and sustain interest in narrative and non-narrative identify the audience for and the purpose of the writing	*Evaluates and edits own and others writing for vocabulary, punctuation, grammar and spelling *Proof reads for spelling and punctuation errors *Evaluates own and other’s writing for purpose and audience (with guidance)
Non-Fiction genres to cover		Grammatical terminology to be used when discussing writing
Instructions recount explanations reports persuasion discussion		modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity <i>Continue using terminology from previous year groups</i>

Autumn term			
Objectives to cover	Suggested Texts	Example writing opportunities	Handwriting
<p><i>Begin the term with a focus on ‘basic skills’ revision and introduce ‘Every Time We Write’ expectations for the year.</i></p> <p><u>Sentence / Punctuation / Grammar</u> Use all sentence punctuation taught so far – full stops, capital letters including for proper nouns). ? ! commas in lists and after fronted adverbials, inverted commas, apostrophes for contractions and possession Use a range of conjunctions and adverbials to link, compare and contrast and extend ideas, information and events Use pronouns to avoid repetition</p>	<p>The Tin Forest <i>Helen Ward</i></p>	<p>Basic skills? Description of characters and settings N/F Persuasive writing - environment</p>	<p><u>Letter-join scheme: Lessons 347-366 (2 lessons per week)</u> - Practise handwriting with focus on words from the Y5/6 spelling list - Practise handwriting with focus on Words of the Week and Proverbs <i>NB IF there are specific letters or joins the children are finding tricky, re-teach and revise these.</i></p>
	<p>The Wolves in the Wall <i>Neil Gaiman</i></p>	<p>Dialogue Write own version Write from different perspective. Debate – persuasive letter</p>	



Lea Primary School English Long Term Plan – Year 5

<p><u>Text organisation</u> Use devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>] Link ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>], number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before] begin to weave in setting descriptions with characterisation and action</p> <p><u>Effect on Audience</u> Consciously vary sentence length, sentence complexity and punctuation for effect begin to make choices about vocabulary, word order, and punctuation for effect</p>	<p>A Christmas Carol <i>Charles Dickens</i></p>	<p>Diary entry Character description N/F - report - a Victorian Christmas</p>	<p>Words with the /i:/ sound spelt ei after c Words ending in –able and –ible Endings which sound like /ʃəl (cial & tial) Words ending in –ant, –ance/–ancy, –ent, –ence/–ency Y5 Spelling words</p>
--	---	---	--

Spring term			
Objectives to cover	Suggested Texts	Example writing opportunities	Handwriting
<p><u>Sentence / Punctuation / Grammar</u> Use brackets, dashes or commas for parenthesis <i>e.g. asides, additional information</i> Use commas to clarify meaning or avoid ambiguity Use relative clauses beginning with <i>who, which, where, when, whose, that</i> or an omitted relative pronoun <i>e.g. the dress that she wore/the dress she wore</i> Ensure correct subject and verb agreement when using singular and plural Use verb tense consistently and correctly including where shifts in tense occur</p>	<p>The Lost Thing <i>Shaun Tan</i></p>	<p>Adverts Instructions for making things How did lost things get where they are? Change/re-write with different atmosphere or change description Watch film – writing opps from this</p>	<p><u>Letter-join scheme: Lessons 367-386 (2 lessons per week)</u></p> <p>- Practise handwriting with focus on Words of the Week, idioms, jokes, poems, riddles, French vocabulary -Dictations (Story extracts)</p> <p><i>NB IF there are specific letters or joins the children are finding tricky, re-teach and revise these.</i></p>



Lea Primary School English Long Term Plan – Year 5

<p><u>Text organisation</u> organise ideas so that they are sequenced logically according to the genre or form Experiment with form in narrative writing (e.g. flashbacks, alternative perspectives) Construct appropriate introductions and conclusions in non-fiction and varies openings and endings in narrative organise information gained from notes made from reading into own writing using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p><u>Effect on Audience</u> Develop characterisation through what characters say and do Use expressive and figurative language to create mood and atmosphere</p>	<p>Cloud Tea Monkeys <i>Mal Peet</i></p>	<p>Reports Diary entry Different viewpoints Discussion – e.g. should animals be used by humans? Persuasion – buy tea! Own narrative</p>	<p>Spelling (Spellbound / Rising Stars)</p> <p>Words with ‘silent’ letters Homophones Adding suffixes beginning with vowel letters to words ending in –fer Y5 Spelling words</p>

Summer term			
Objectives to cover	Suggested Texts	Example writing opportunities	Handwriting
<p><u>Sentence / Punctuation / Grammar</u> Indicate degrees of possibility using adverbs (for example, perhaps, surely) or modal verbs (might, should, will, must) Make precise and effective use of expanded noun phrases modifiers before and after the noun, and through considered use of adverbials e.g. <i>a shy boy with pale, delicate features; a soft material that can be moulded</i></p>	<p>Migration: Incredible Animal Journeys <i>Mike Unwin</i></p>	<p>Write narration for a migration clip Animal fact-files</p>	<p><u>Letter-join scheme: Lessons 387-406 (2 lessons per week)</u></p> <p>- Practise handwriting with focus on Words of the Week and vocabulary in French, Science, History and Geography. - Practise writing legibly, fluently and with increasing speed (fables, tales, Shakespeare sonnets, non-fiction)</p>
	<p>Hansel & Gretel</p>	<p>Eavesdropping dialogue Retell own version</p>	



Lea Primary School English Long Term Plan – Year 5

<p><u>Text organisation</u> Control the pace in their writing through the use of different sentence lengths, moving between dialogue and reported speech or verb strings</p> <p><u>Effect on Audience</u> Maintain an appropriate balance between dialogue and narrative adapt writing to distinguish between the language of speech and that of written texts. Show point of view and authorial voice</p>	<p><i>Neil Gaiman</i></p>	<p>Character descriptions Settings N/F – where do fairy tales come from?</p>	<p><i>NB IF there are specific letters or joins the children are finding tricky, re-teach and revise these.</i></p>
			<p>Spelling (Rising Stars) Words ending in –ably and –ibly Year 5 spelling words</p>