**YEAR 5 LONG TERM ENGLISH PLAN (2022-2023)**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Texts** |  |  |  |  |  |  |
| **Writing purpose** | *Street Child:*  ***Main outcome 1: Narrative Recount (fictional diary).***  *Diary entry*  *Short writing opportunities:*  - Character and setting descriptions  - Feelings and emotions of key characters  ***Main outcome 2: Narrative***  *Suspense narrative*  *Short writing opportunities:*  - Character and setting descriptions  ***Main outcome 3:***  ***Formal speech (****Eulogy)* | *Macbeth*  ***Main outcome 1: Balanced argument***  *Short writing opportunities:*  *-character description*  *-Conscience alley*  *-Point, Evidence, Explain*  ***Main outcome 2: Narrative***  Play script to narrative  *Short writing opportunities:*  -character thoughts and feelings  -setting descriptions  -speech bubbles | *Journey to Jo’burg*  ***Main outcome 1: Narrative***  ***Recount (letter)***  ***Letter***  *Short writing opportunities:*  -First person feelings  -summarising the main points of a story  ***Main outcome 2: Narrative***  *Rewrite a chapter*  *Short writing opportunities:*  ***-****using senses to describe setting* | *Long Walk to Freedom*  ***Main outcome 1: Biography – Nelson Mandela***  *Short writing opportunities:*  *-bullet points to collect research*  *-time adverbial sentences*  *Henry’s Freedom Box*  ***Main outcome 1:* Newspaper report**  Fictional narrative  *Short writing opportunities:*  *- thoughts and feelings paragraph*  *-diary entry*  *-direct and reported speech sentences.*  *-5 W’s paragraph* | *Shackleton’s Journey*  *M****ain outcome: Narrative***  *Short writing opportunities*  *-Non-fiction information collecting facts.*  *-Job application letter*  *-setting descriptions*  *Kensuke’s Kingdom*  ***Main outcome: Narrative***  *Letter*  *Short writing opportunities:*  -rewriting text from an alternative perspective.  -Character description  -Character message | *Adventures of Odysseus*  ***Main outcome: Narrative (Myth)***  Create own myth  *Short writing opportunities:*  *-story board*  *-character and setting description*  *-character thought bubble* |
| **Grammar Focus**  **Alan Peat sentence type** | Expand noun phrases by the addition of modifying adjectives, nouns and prepositions.  Relative clauses beginning with who,which,where, why, whose, that  have an omitted pronoun.  If, if, if, then sentence. | Variety of verb forms used correctly and consistently including the progressive and the present/past perfect forms.  Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases  Modal verbs (e.g. might,should,will, must). | Expressing time, place and cause using conjunctions or prepositions.  3 -ed sentences  Emotion, comma sentences. | Use direct and reported speech  Use parenthesis (brackets, dashes, commas)  Use 3 bad—(dash) question?  Fronted adverbials | Outside (Inside) sentences.  Relative clauses  ‘Personification of weather’ sentences | Progressively building a varied and rich vocabulary and an increasing range of sentence structures.  Fronted adverbials  Outside (Inside) sentences. |
| **Punctuation Focus** | Inverted commas for direct speech and using a comma after the reporting clause.  Ellipsis  Secure use of apostrophes for possession, including for plural nouns  Use commas for relative clauses. | Use and punctuate direct speech (using dialogue to show the relationship between characters), place apostrophe correctly for regular plurals,  Use commas after fronted adverbials. | Use of commas after fronted adverbials and subordinate clauses.  Use of commas, dashes and brackets for parenthesis. | Possessive apostrophes  Use of commas, dashes and brackets for parenthesis. |  | Brackets, dashes, comma |
| **Reading Focus** | Prediction  Inferring characters feelings at different points in the text. | Retrieval  PEE  Inferring characters feelings at different points in the text.  Explain | Sequence and summarise Prediction  Inferring characters feelings at different points in the text. | Retrieve  Sequence and summarise  Vocabulary - Effect of vocabulary on a reader Prediction | Predict -observe, infer and wonder | Retrieve  Inference  Sequence  Impression of character/plot |
| **Spoken Language** |  | |  | |  | |
| **Cross-Curricular writing links\*** |  | |  | |  | |

\* Worked into Topic books/lessons