St Laurence's CE Primary School
English
Long Term Plan
Year 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading **Text** Good Night Stories for Rebel Girls Eleni Favilli and Francesca Cavallo Non-fiction	**Reading** **Text** Hansel and Gretel Neil Gaiman and Lorenzo Mattotti Fiction	**Reading** **Text** Odd and the Frost Giants Neil Gaiman Fiction	**Reading** **Text** Exploring Space The Literacy Company Non-fiction	**Reading** **Text** Pollution: a Look Behind the Scenes The Literacy Company Non-Fiction	**Reading** **Text** AFRICAN TALES: A Barefoot Collection By Gcina Mhlophe & Rachel Griffin Fiction
Mastery Focus -Summarise the main ideas from more than one paragraph -Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence - Identify and discuss themes and conventions - Distinguish between fact and opinion -Identify how language, structure and presentation contribute to meaning -Evaluate authors' language choice, including figurative language -Make comparisons within and across books	**Mastery Focus** -Summarise the main ideas from more than one paragraph -Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence - Identify and discuss themes and conventions - Distinguish between fact and opinion -Identify how language, structure and presentation contribute to meaning -Evaluate authors' language choice, including figurative language -Make comparisons within and across books	**Mastery Focus** -Summarise the main ideas from more than one paragraph -Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence - Identify and discuss themes and conventions - Distinguish between fact and opinion -Identify how language, structure and presentation contribute to meaning -Evaluate authors' language choice, including figurative language -Make comparisons within and across books	**Mastery Focus** -Summarise the main ideas from more than one paragraph -Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence - Identify and discuss themes and conventions - Distinguish between fact and opinion -Identify how language, structure and presentation contribute to meaning -Evaluate authors' language choice, including figurative language -Make comparisons within and across books	**Mastery Focus** -Summarise the main ideas from more than one paragraph -Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence - Identify and discuss themes and conventions - Distinguish between fact and opinion -Identify how language, structure and presentation contribute to meaning -Evaluate authors' language choice, including figurative language -Make comparisons within and across books	**Mastery Focus** -Summarise the main ideas from more than one paragraph -Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence - Identify and discuss themes and conventions - Distinguish between fact and opinion -Identify how language, structure and presentation contribute to meaning -Evaluate authors' language choice, including figurative language -Make comparisons within and across books
Writing **Text** Queen of the Falls	**Writing** **Text** The Lost Happy	**Writing** **Text** Arthur and the Golden Rope	**Writing** **Text** The Darkest Dark	**Writing** **Text** The Paperbag Prince	**Writing** **Text** The Hunter

Chris Van Allsburg	Endings Carol Ann Duffy and Jane Ray	Joe Todd-Stanton	Chris Hadfield	by Colin Thompson	Paul Geraghty
Fiction	*Fiction*	*Fiction*	*Fiction*	*Fiction*	*Fiction*
GPS • Identify the audience for and purpose of writing • Organise paragraphs around a theme with a focus on more complex narrative structures • Use commas after fronted adverbials • Use commas to clarify meaning or avoid ambiguity in writing	**GPS** • Use expanded noun phrases to convey complicated information concisely • Describe settings, characters and atmosphere • Integrate dialogue to convey character and advance the action • Use of inverted commas and other punctuation to punctuate direct speech	**GPS** • Use expanded noun phrases to convey complicated information concisely • Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun • Link ideas across paragraphs using adverbials • Use commas to clarify meaning and avoid ambiguity in writing	**GPS** • Variety of verb forms used correctly and consistently • Use commas to clarify meaning or avoid ambiguity in writing • Link ideas across paragraphs using adverbials and tense choices • Use brackets, dashes or commas to indicate parenthesis • Recap: Extend the range of sentences with more than one clause by using a wider range of conjunctions.	**GPS** • Use modal verbs to indicate degrees of possibility • Use devices to build cohesion within a paragraph • Choose the appropriate register • Use brackets, dashes or commas to indicate parenthesis (recap) • Enhance meaning through selecting appropriate grammar and vocabulary	**GPS** • Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun • Adverbs to indicate degrees of possibility • Use a wider range of devices to build cohesion across paragraphs • Link ideas using tense choices
Outcome To write a series of diaries about significant events in Annie Edson Taylor's life	***Outcome*** To write a traditional tale focusing on describing settings, characters and an alternative ending - pupils write the story of a character who mistreats others which leads to their own demise	***Outcome*** To write a myth: to create characters (heroes, villains and monsters) and settings	***Outcome*** To write a formal biography about Chris Hadfield	***Outcome*** To write a persuasive leaflet to give information about waste management (selecting an appropriate audience e.g. for councils to distribute to home and schools)	***Outcome*** To write a narrative based on the structure of The Hunter by changing the characters, animal and setting
Spelling *Review/Mastery Focus* • Word list – years 3 and 4	*Spelling* *Review/Mastery Focus* • Word list – years 3 and 4 • Word list – years 5 and 6	*Spelling* *Review/Mastery Focus* • Word list – years 3 and 4 • Word list – years 5 and 6	*Spelling* *Review/Mastery Focus* • Word list – years 3 and 4 • Word list – years 5 and 6	*Spelling* *Review/Mastery Focus* • Word list – years 3 and 4 • Word list – years 5 and 6	*Spelling* *Review/Mastery Focus* • Word list – years 3 and 4 • Word list – years 5 and 6

• Word list – years 5 and 6 • Adding -ing, -ed to words of one syllable ending in vowel consonant • Adding -ing, -ed to words of one syllable ending in vowel consonant (Y2*) including those with more than one syllable and the suffix (Y3/4*) • The suffix -ly • Adding -ing, -ed to a root word ending in y and words ending in e • Contractions • Contractions • Words with the /eɪ/ sound spelt ei, eigh, or ey • Words containing the letter-string ough • Words with the /eɪ/ sound spelt ei, eigh, or ey • Words containing the letter-string ough	• Singular possessive apostrophe • Plural possessive apostrophe • More prefixes: anti-, un-, in- • Verb prefixes: dis-, mis • More prefixes: il-, in-/im-, ir- • Verb prefixes: de-, re-, over • Homophones and near-homophones • Homophones and other words that are often confused • Homophones and near-homophones • Personal spelling log	• Words with endings sounding like /ʒə/ or /tʃə/ (-sure and -ture) • Words with the /i:/ sound spelt ei after c • Words ending with the /g/ sound spelt -gue and /k/ sound spelt -que • Words with the /i:/ sound spelt ei after c • Words with the /k/ sound spelt ch • Words with 'silent' letters (i.e. whose presence cannot be predicted from the pronunciation of the word) • Words with the /k/ sound spelt ch • Words with 'silent' letters (i.e. whose presence cannot be predicted from the pronunciation of the word) • Words with the /s/ sound spelt sc • Endings which sound like /ʃəs/ spelt -cious or -tious	• Adding -ing, -ed, -er, -est, -en to words of one syllable ending in vowel consonant including those with more than one syllable • Converting nouns or adjectives into verbs using suffixes: -ate, -ise, -ify • Adding -ing, -ed, -er, -est, -en to a root word ending in y and words ending in e • Converting nouns or adjectives into verbs using suffixes: -ate, -ise, -ify • Adding -ing, -ed, -er, -est, -en to a root word ending in y and words ending in e • Converting nouns or adjectives into verbs using suffixes: -ate, -ise, -ify • Homophones and near-homophones (previously taught) • Homophones and other words that are often confused • Homophones and near-homophones (previously taught) • Personal Spelling Log	• The suffix -ation • Words ending in -able/-ably and -ible/-ibly • Endings which sound like /ʃən/ spelt -tion, -sion, -ssion • Words ending in -able and -ably • Endings which sound like /ʃən/ spelt -cian • Words ending in -ible and -ibly • The sound /l/ or /əl/ sound spelt -el and -le at the end of words • Endings which sound like /ʃəl/ (-cial and -tial) • The sound /l/ or /əl/ sound spelt -al and -il at the end of words • Endings which sound like /ʃəl/ (-cial and -tial)	• Contractions • Singular and plural possessive apostrophe • Endings which sound like /ʒən/ spelt as -sion • Words with the /i:/ sound spelt ei after c • More prefixes: auto-, inter-, sub-, super- • Verb prefixes: dis-, mis-, de-, re-, over • Homophones and near-homophones • Homophones and other words that are often confused • Homophones and near-homophones • Personal Spelling Log