

Long-Term Plan - English

Year: 5	Subject: English											
	Autumn Term (13 weeks 2 days)				Spring Term (9 weeks 4 days)				Summer Term (9 weeks 4 days)			
	Autumn 1 (7 weeks 4 days)		Autumn 2 (5 weeks 3 days)		Spring 1 (4 weeks 4 days)		Spring 2 (5 weeks)		Summer 1 (4 weeks 2 days)		Summer 2 (5 weeks 2 days)	
	A	B	A	B	A	B	A	B	A	B	A	B
National Curriculum Subject Content	<p>Reading Word reading Comprehension</p> <p>Writing Transcription and composition including: Spelling Handwriting Vocabulary, grammar and punctuation</p>											
Students will be taught to: (skills)	<ul style="list-style-type: none"> ● maintain positive attitudes to reading and understanding of what they read ● continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ● 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 ● identifying and discussing themes and conventions in and across a wide range of writing ● making comparisons within and across books ● understand what they read by discussing their understanding and exploring the meaning of words in context, drawing inferences and justifying inferences with evidence, making predictions, summarising main ● discuss and evaluate how authors use language, including figurative language, considering the impact on the reader ideas, identifying how language, structure and presentation contribute to meaning ● distinguish between statements of fact and opinion ● retrieve, record and present information from non-fiction ● 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 their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary ● provide reasoned justifications for their views. 											

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	<ul style="list-style-type: none"> ● apply their growing knowledge of root words, prefixes and suffixes ● spell some words with 'silent' letters ● continue to distinguish between homophones ● use a thesaurus and dictionary ● write legibly, fluently and with increasing speed ● plan, draft, write, evaluate and edit writing ● develop knowledge, understanding and use of grammatical concepts and punctuation 							
Core Texts through which these skills will be taught:	<i>Wild Boy</i> <i>Rob Lloyd Jones</i>	<i>The Viewer</i> <i>Shaun Tan</i>	<i>The Last Wild</i> <i>Piers Torday</i>	Film <i>Day of the Dead</i>	<i>The Boy at the back of the Class</i> <i>Onjali Q Raif</i>	<i>Giant's Necklace</i> <i>Michael Morpurgo</i>	<i>Rooftoppers</i> <i>Katharine Rundell</i>	<i>Macbeth</i> <i>Shakespeare</i>
Learning Outcomes associated with Core Texts:	<ul style="list-style-type: none"> -Character description from the character's perspective -Compare how the description of a character sets the scene -Explore different perspectives -Locate evidence from a text and use inference to add my own detail -To compare how colour affects the mood and atmosphere of a text/story. 	<ul style="list-style-type: none"> -To explore, interpret and respond to illustrations in a book -To enjoy a story and discuss its meanings -To build an imaginative picture of a fantasy world, based on real life experiences -To explore through role play and through writing in role -To write own stories based on the story read from another character's point of view 	<ul style="list-style-type: none"> -To consider how particular situations make individuals behave as they do - To consider an imaginary future world -To consider the importance of stories in personal development 	<ul style="list-style-type: none"> -To explore the use of emotive language to describe the thoughts and feelings of a character during an unusual event -To compile research and select relevant information 	<ul style="list-style-type: none"> -To develop an insight and appreciation of the challenges of refugee experiences. -To support the understanding of empathy and develop empathy skills. -To explore the concept of the entitlement of fundamental human rights and freedoms for all 		<ul style="list-style-type: none"> -To engage children with a story with which they will empathise -To explore themes and issues, and develop and sustain ideas through discussion - To develop creative responses to the text through drama, storytelling and artwork - To compose poetry -To write in role in order to explore and develop empathy for characters -To write with confidence for real purposes and audiences 	<ul style="list-style-type: none"> -To explore the themes of a Shakespeare tragedy. -To explore complex relationships within story -To begin to understand the language of Shakespeare.

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Guided Reading Texts through which these skills will be taught:	<u>Non-Fiction</u> Suffragette: The battle for equality <i>David Roberts</i>	Cosmic <i>Frank Cottrell-Boyce</i>	The Lady of Shallott <i>Alfred Tennyson</i>	Seasons of Splendour <i>Madhur Jaffrey</i>	Shakleton's Journey <i>William Grill</i>	Escape from Pompeii <i>Christina Balit</i>	<u>Poetry</u> Rhythm and Poetry <i>Karl Nova</i>
Learning Outcomes associated with Guided Reading texts:	<ul style="list-style-type: none"> -Develop understanding through reading and responding to non-fiction texts -Sustain listening, responding to what they have heard with relevant comments and questions -Ask relevant questions to extend their understanding and knowledge -Use spoken language to communicate for a range of purposes to a range of audiences -Use language structures and vocabulary influenced by books in talk and in their own writing -Present information in a range of ways, 	<ul style="list-style-type: none"> - To enjoy exciting stories with memorable characters -To consider how particular situations make individuals behave as they do -To explore dilemmas, empathising with characters -To build an imaginative picture of a fantasy world, based on real life experiences 	<ul style="list-style-type: none"> -To explore, interpret and respond to a narrative poem -To make inferences and refer to evidence in a poem -To apply a growing knowledge of vocabulary, grammar and text structure to students' writing -To write poetry and other imaginative writing 	<ul style="list-style-type: none"> -To enjoy reading a range of traditional tales - To retell and perform stories in a range of formats. -To observe similarities and differences between stories and narrative forms. -To develop creative responses to the text through drama, oral storytelling and artwork. - To explore the features of stories originating from an oral tradition. -To explore key actions within a narrative in depth 	<ul style="list-style-type: none"> -To appreciate why stories are memorable and characters exciting - To consider how particular situations make individuals behave as they do -To explore dilemmas, empathising with characters -To learn about the differences between information and fiction texts. -To produce a range of writing to respond to text through role play and dramatisation. 		<ul style="list-style-type: none"> -To explore and understand the importance of poetry as a genre -To explore musicality, rhythm and rhyme in poetry -To know how to listen and respond to a wide range of poems from a single poet collection - To understand that poems are written for different reasons To interpret poems for performance -To gain and maintain the interest of the listener through effective performance of poems -To recognise how a poet uses poetry as a voice to express their own feelings and views -To draft, compose and write poems based on personal interests, experiences and emotions or fantasy poems using

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	such as poetry, illustration and oral presentation						language and form with intent for effect on the reader
Class Read Alouds (these books are accessible in class book corners, but may also be read at story times during these half terms)	Windrush Child <i>Benjamin Zephaniah</i>	Amal Unbound <i>Aisha Seed</i>	Son of the Circus <i>E.L. Norris</i>	Zombierella: Fairytale gone Bad <i>Joseph Coelho</i>	The Night Diary <i>Veera Hiranandani</i>	Out of my mind <i>Sharon Draper</i>	
Additional texts linked to other learning and celebrations	Black and British <i>David Olusogu</i> <u>Black History Month</u> (October)	<u>Anti-Bullying Week</u> (November 15-19) <u>Armistice/ Remembrance Day</u> (November 11) <u>Christmas Day</u> (December 25) <u>World Kindness Day</u> (November 13)	<u>Road Safety Week</u> (January 11-17)	<u>Shakespeare Week</u> (March 21-27) <u>Poetry Day</u> (March 21) Fantastically Great Scientists and their Stories <i>Kate Pankhurst</i> <u>Science Week</u> (March 11-20) <u>World Book Day</u> (March 9) The Greatest Women in History <i>Catherine Curran</i> <u>Women's History Month</u> (March) HerStory <i>Katherine Halligan</i> <u>Women's History Month</u>	TBD	TBD	

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				(March)		
Enrichment	TBD	TBD	TBD	TBD	TBD	TBD