

Long Term Plan for Year 5 English

Y5	Curriculum Overview	*timings are approximate	
Term 1	<p><b><u>1. Transition Unit</u></b>  <i>Catch a Lot</i> 1 week</p> <p><b>Overview:</b> This unit is based on an animation called Catch A Lot- from which the children will make inferences and predictions, sort events and hot-seat characters to explore the narrative. They will practise describing a setting and ways to improve sentences. Finally, they will write a description of a dramatic setting.</p> <p><b>Grammar includes</b>                      Using and choosing descriptive language; adjectives, adverbs and powerful nouns and verbs; creating sentences with noun and prepositional phrases, using relative clauses correctly.</p>	<p><b><u>2. Instructions and Explanations</u></b>  <i>Inventions</i> 2-3 weeks</p> <p><b>Overview:</b> Hoverbikes and Doggie Umbrellas meet new-fangled escalators in a unit, which explores instructions and explanations in the context of changing technology. Children try pitching in the Dragon's Den and create guides for futuristic travel.</p> <p><b>Grammar includes:</b>                      Using brackets, dashes and commas to indicate parenthesis; using semi-colons, colons or dashes to mark boundaries between main clauses; using colons to introduce lists; punctuating bullet points consistently.</p>	<p><b><u>3. Classic Narrative Poems</u></b>  <i>The Highwayman</i> 2 weeks</p> <p><b>Overview:</b> Use the narrative poem The Highwayman to identify features that poets use for effect. Study the use of historical language, adverbials and relative clauses to add details. Children learn part of the poem by heart, compare it to other poems and write a new ending</p> <p><b>Grammar includes:</b>                      Revise word choices &amp; imagery (simile, metaphor, personification), expanded noun phrases &amp; relative clauses.</p>
	<p><b><u>4. Significant Children's Author</u></b>  <i>Dahl – Morpurgo:</i>                      4- weeks</p> <p>Suggested books: Set 3/4/5 Roald Dahl – BFG, Set 1-2 Morpurgo - Kensuke's Kingdom, Why the Wales Came</p> <p><b>Overview:</b> Read and compare stories by a significant children's author. Include at least one class novel and draw on children's wider reading for examples. Explore aspects of an author's style; themes, settings, typical characters. Explore meaning of text through prediction, visualisation and empathy with characters</p> <p><b>Grammar includes:</b>                      using a range of conjunctions to create compound and complex sentences; using expanded noun phrases to convey complicated information concisely</p>	<p><b><u>Reading Lesson - weekly</u></b>  <i>Group - class shared reading</i></p> <p><b>Overview:</b> Whole class and group reading to practise reading VIPERS skills                      20 minutes to read Accelerated Reader books/quiz                      Monitor reading logs and pupil quizzing</p> <p>Class readers/short texts:                      BFG- R Dahl                      Why the Wales Came Morpurgo                      Arthur- High King of Britain Morpurgo                      Shadow – Morpurgo                      Variety of shorter texts available</p>	<p><b><u>Fresh Start: Read Write Inc</u></b>  <i>Phonic intervention testing and support</i></p> <p>RWInc units</p> <p>Overview: Curriculum enhancement provided for children working well below expected standards in reading and writing and requiring phonics intervention.</p>
Term 2	<p><b><u>1. Reports and Recounts –</u></b>  <i>What happened to Titanic?</i></p>	<p><b><u>2. Persuasive writing 3-4 weeks</u></b>  <i>Persuasion and Argument</i></p>	<p><b><u>3. Poems around the same theme</u></b>  <i>Poems about the sea</i> 2 weeks</p>

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	<p><b>3-4 weeks</b> Suggested texts: See resources in Folder-English/Year 5/Spring/ Titanic Spring 1recounts</p> <p><b>Overview:</b> Using the context of Titanic, children explore features of recounts. They will investigate through story, genuine documents, personal accounts and documentary film. They will produce their own formal and informal recounts. The children will also read a class novel with a Titanic theme- and complete a weekly <b>Reading Vipers</b> lesson to improve comprehension of the text.</p> <p>Grammar includes: Writing cohesively, using adverbials of time, space and number; using commas correctly, including to clarify meaning, avoid ambiguity and to indicate parenthesis; using expanded noun phrases to convey complicated information concisely</p>	<p>How do STOP the Titanic? 4 weeks Suggested books: Various persuasive texts (provided)</p> <p><b>Overview:</b> Using the context of Titanic, children explore features of persuasive texts. They will investigate through story, genuine documents, personal accounts and documentary film. They will create a campaign to halt the sailing of Titanic. The children will also read a class novel with a Titanic theme- and complete a weekly <b>Reading Vipers</b> lesson to improve comprehension of the text.</p> <p><b>Grammar includes:</b> Understanding and using modal verbs in persuasive writing; using apostrophes correctly; using correct sentence punctuation</p>	<p>Suggested poems: Sounds of the Sea by James Berry Seashell by James Berry Song of the Seashore by Daphne Lister Little Fish by D.H. Lawrence The Sea’s hands by George Szirtes The Cave's Mouth by George Szirtes Who Makes Her Own Bed? by Grace Nichols The Sea by James Reeves The Ocean’s Blanket by Carol Ann Duffy</p> <p><b>Overview:</b> Read and write powerful poems about the sea and the Titanic, including <i>Hardy's Convergence of the Twain</i>. Revise word classes, noun phrases and adverbials.</p>
	<p><b><u>Reading Lesson – weekly</u></b> <b><u>Titanic themed novels:</u></b> <i>Titanic, My story (An Edwardian Girl's Diary 1912), Ellen Emmerson White; SOS Titanic, Eve Bunting; Polar Bear and Kaspar Prince of Cats</i></p> <ul style="list-style-type: none"> <li>▪ Group/class shared reading</li> <li>▪ Practise reading VIPERS skills</li> <li>▪ 20 minutes to read Accelerated Reader</li> </ul> <p>Monitor reading logs and pupil quizzing</p>		<p><b><u>Fresh Start: Read Write Inc</u></b></p> <p>Phonic intervention, testing and support</p> <p>RWInc units</p> <p>Overview: Curriculum enhancement provided for children working well below expected standards in reading and writing and requiring phonics intervention.</p>

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Term 3	<p><b>4. Tales from Other Cultures</b></p> <p><i>Arabian Nights</i> 3-4 weeks</p> <p>Suggested texts: Various extracts from Arabian Nights (provided) Aladdin DVD</p> <p><b>Overview:</b> Read and compare stories from the collection 1001 Nights. Explore aspects of the stories style; themes, settings, typical characters. Explore meaning of text through prediction, visualisation and empathy with characters. Create a play of one of the stories.</p> <p><b>Grammar includes:</b> Using dialogue punctuation to indicate direct speech, recognising differences between spoken and written speech and between direct and indirect speech, formal and informal speech and writing, including the use of the subjunctive</p>	<p><b>5. Poetic Style</b> 1-2 weeks</p> <p><b>Overview:</b> investigate the different style of poetry by different poets. Investigate features of their poems including free verse. Learn how to write using a similar style to one of the poets.</p> <p>Suggested poets: Pie Corbett Valerie Bloom</p> <p>Grammar includes: Dialogue, direct speech punctuation; using commas to clarify meaning; using and understanding grammatical terminology</p>	<p><b>6. Classic Fiction</b></p> <p><i>Classic children's stories</i> 3-4 weeks</p> <p><b>Overview:</b> Become immersed in the world of a classic fiction novel, investigating settings, characters and narrative style.. Study relative clauses and expanded noun phrases.</p> <p>Suggested books: Set 1-2: The Secret Garden, Tom's Midnight Garden, Set 3-5: The Lion, the Witch and the Wardrobe, The Iron Man Charlotte's Web</p> <p>Grammar includes: Writing complex and compound sentences; using elaborated language of description, including expanded noun phrases, adjectives, adverbials and, particularly, relative clauses; using accurate sentence and speech punctuation</p>
		<p><b>Reading Lesson – weekly</b></p> <p><b>Classic children's novel:</b></p> <p>Class readers/short texts: Charlotte's Web, Lion, the Witch and the Wardrobe, Tom's Midnight Garden, The Secret Garden, Iron Man</p> <ul style="list-style-type: none"> <li>▪ Group/class shared reading</li> <li>▪ Practise reading VIPERS skills</li> <li>▪ 20 minutes to read Accelerated Reader books/quiz</li> <li>▪ Monitor reading logs and pupil quizzing on AR</li> </ul>	<p><b>Fresh Start: Read Write Inc</b></p> <p>Phonic intervention, testing and support</p> <p>RWInc units</p> <p>Provided for children working well below expected standards in reading and writing and requiring phonics intervention.</p>