

Long Term English Curriculum Year 5

Year Group 5	Autumn 1-7wks	Autumn 2-7wks	Spring 1-6wks	Spring 2-6wks	Summer 1-6wks	Summer 2-7wks
Topic/theme	History -Ancient Greece Science -Forces	History -Ancient Greece Science -Earth+ Space	Geography -Mountains Science -Properties and materials	Geography -London Science - Animals including humans	Geography -London History -Crime/Punishment Science - reproduction	History -Crime/Punishment Science - reversible/irreversible
Class Reader and author	Who Lets the Gods Out - Maz Evans		Wolf Brother -Michelle Paver		Street child - Berlie Doherty	
Stimuli for writing <i>Picture books, Film,Audio (song), Poetry,Art/photo/picture,Novels</i>	<i>Theseus and the Minotaur-</i>	1960s Moon Landing Newspaper Extracts	Wolf Brother	Black Powder-Ally Sherrick The Magic Box: Poems for Children-by Kit Wright	Dick Turpin: Legends and Lies Terry Deary & Stefano Tambellini (Hero or villain?)	Performance poetry The works
Writing Model/ Outcome Approx. 200-250 entertain Inform persuadediscuss Narrative/ Non-Fiction/ Poetry	(All time tool Kit-SPAG) Narrative Settings description (2 weeks)- Narrative Characters description (2 weeks)- (integrating dialogue to and action.) Narrative Traditional Tales – legends/ Myths (3 weeks)	Non-Fiction Explanation-(2 weeks)- (Information booklet) Narrative Non-Fiction Recount-(3 weeks)- (newspaper) Non-Fiction (Information leaflet (2 weeks- headings, bullet points, underlining.) - Poetry Vocabulary building (1 weeks)- Read, write and perform free verse Structure – cinquain (1 week)	Narrative Characters description (2 weeks)- (integrating dialogue to and action.) Narrative suspense and mystery(4 weeks)	Non-Fiction Persuasive Writing – Letter (2 weeks) Non-Fiction Fact file-London (2 weeks- headings, bullet points, underlining.)? Poetry - Vocabulary building-(1 week) Take one poet – poetry appreciation- (2 weeks)	Discussion-(2 week) (Dick Turpin apprentice Narrative Settings description (2 weeks)- Narrative Traditional Tales – legends/ Myths (4 weeks)	Poetry - Vocabulary building-(1 week) Take one poet – poetry appreciation- (2 weeks)
GPS to be focused on in model texts (add selected to Unit Cover page)						
Word Structure	Sentence Structure		Text Structure	Punctuation	Terminology for children	
Converting nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; ify) Verb prefixes (e.g. dis-, de–, mis–, over– and re_)	Relative clauses beginning with who, which, where, why, or whose Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely)		Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause pronoun, possessive pronoun, adverbial relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity	
Short Burst Writing/ Writing for pleasure. (At least 3 x per week across the curriculum)						
Sentences and handwriting practice (At least 3x a week.)						

Writing skills/ Outcomes (also see TAF and small steps)

WTS- Year 4 EXP

Edit independently

- Sentences start with a capital letter. end with full stops/question mark/exclamation marks
- Proper nouns are capitalised.
- Paragraphs are used to organise main ideas.
- purpose/ text type is obvious
- Simple and compound sentence
- Commas are used in a list (including adjectival lists).
- descriptive words (adjectives, synonyms, adverbs)
- headings, sub-headings, bullet points.
- apostrophe to show omission,
- Spelling is correct, year 3 and 4 lists
- Use suffixes/prefixes
- Proof reading and editing
- My handwriting is legible/ joined
- Whole text if able or section to show desired skill at least a page

EXP

Edit without prompting

- All sentences start with a capital letter. end with full stops./question mark./exclamation marks
- Paragraphs are used to organise main ideas.
- Commas are used in a list (including adjectival lists).
- descriptive words (adjectives, synonyms, adverbs)
- headings, sub-headings, bullet points purpose is obvious.
- apostrophe to show omission,
- Spelling is correct, year 3 and 4 lists
- handwriting is legible/ joined
- Year 5 spellings lists are attempted and mostly correct
- Tense correct throughout
- Narratives well-paced
- Complex sentence.
- Relative clauses
- Modal verbs
- Parenthesis-Brackets, commas
- apostrophe to show possession/ plural possession,
- “inverted commas”/ Reporting clause punctuated
- Appropriate vocabulary and grammar formality / informality
- Adverbials are used for cohesion -coordinating conjunctions (and, but, or) and simple subordinating conjunctions (if, that, when, because) are used to join main clauses in some sentences to create cohesion.
- Adventurous, ambitious words.
- Whole text if able or section to show desired skill at least a page and a half

GDs

Edit without prompting

- Narratives –atmosphere is described
 - Characters developed through dialogue
 - Appropriate language for that audience/purpose
 - Degrees of possibility using adverbs- perhaps, surely
 - Parenthesis- dashes,
- Spell 50% of Year 5/6 words
Write at speed and maintain regular: spacing, letter size, formation.
Whole text if able or section to show desired skill at least a page and a half

Progressive skills for Different Genres

Narrative – purpose/ skills

- Plan and tell stories to explore narrative viewpoint, (e.g.) re-tell a familiar story from the point of view of another character; demonstrate awareness of audience by using techniques such as recap, repetition of a catchphrase, humour; use spoken language imaginatively to entertain and engage the listener.
- Develop particular aspects of story writing: experiment with different ways to open the story; add scenes, characters or dialogue to a familiar story; develop characterisation by showing the reader what characters say and do and how they feel and react at different points in the story.
- Plan and write complete stories; organise more complex chronological narratives into several paragraph units relating to story structure; adapt for narratives that do not have linear chronology, (e.g.) portray events happening simultaneously (*Meanwhile...*); extend ways to link paragraphs in cohesive narrative using adverbs and adverbial phrases; adapt writing for a particular audience; aim for consistency in character and style.
- Recognise that story structure can vary in different types of story and that plots can have high and low points; notice that the structure in extended narratives can be repeated with several episodes building up to conflict and resolution before the end of the story. Analyse more complex narrative structures and narratives that do not have a simple linear chronology, (e.g.) parallel narratives, ‘time slip’.

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- Authors have particular styles and may have a particular audience in mind; discuss the author's perspective on events and characters, (e.g.) *the consequences of a character's mistakes – do they get a second chance?*; author's perspective and narrative viewpoint is not always the same - note who is telling the story, whether the author ever addresses the reader directly; check whether the viewpoint changes at all during the story; explore how the narration relates to events.
- Look for evidence of characters changing during a story and discuss possible reasons, (e.g.) *in response to particular experiences or over time*, what it shows about the character and whether the change met or challenged the reader's expectations; recognise that characters may have different perspectives on events in the story; look for evidence of differences in patterns of relationships, customs, attitudes and beliefs by looking at the way characters act and speak and interact in older literature.
- Different types of story can have typical settings. Real-life stories can be based in different times or places, (e.g.) historical fiction – look for evidence of differences that will effect the way that characters behave or the plot unfolds.

Non-Fiction-Purpose/skills

- Convert personal notes into notes for others to read, paying attention to appropriateness of style, vocabulary and presentation.
- Create plans for information texts drawing on knowledge of text types to decide form and style for different elements.
- Create an information text with a variety of elements, e.g. labelled explanatory diagram, reporting chart, recount.
- Create multi-layered texts, including use of hyperlinks, linked web pages
- Record and acknowledge sources in own writing.
- Summarise a passage, chapter or text in a specific number of words.
- Read a passage and retell it "in your own words"
- Routinely prepare for factual research by reviewing what is known, what is needed, what is available and where one might search.
- Use dictionaries and other alphabetically ordered texts efficiently.
- Appraise potentially useful texts quickly and effectively. Evaluate texts critically by comparing how different sources treat the same information. Begin to look for signposts that indicate the reliability of a factual source.
- Locate information in a text in print or on screen confidently and efficiently through using contents, indexes, sections, headings +IT equivalent; skimming to gain overall sense of text; scanning to locate specific information; close reading to aid understanding.
- Sift through passages for relevant information and present ideas in note form that are effectively grouped and linked. Use simple abbreviations while note taking. Understand what is meant by 'in your own words' and when it is appropriate to copy, quote and adapt. Make notes for different purposes, e.g. noting key points as a record of what has been read, listing cues for a talk.

Poetry- Purpose /skills

- invent nonsense words and situations and experiment with unexpected word combinations;
- use carefully observed details and apt images to bring subject matter alive; avoid cliché in own writing;
- write free verse; use or invent repeating patterns; attempt different forms, including rhyme for humour
- discuss poet's possible viewpoint, explain and justify own response and interpretation;
- explain the use of unusual or surprising language choices and effects, such as onomatopoeia and metaphor; comment on how this influences meaning;
- explore imagery including metaphor and personification;
- compare different forms and describe impact