



## St Edmund's and St Thomas' Catholic Primary School Y5 English Long Term Curriculum Plan



| YEAR 5                                  | Autumn 1 We Are Family<br>Carrie's War – Nina Bawden (including film)<br>Poetry -The Missing by Michael Rosen   | Autumn 2 Journeys<br>The Time Machine – graphic novel and classic novel – H G Wells   | Spring 1 Objects/People<br>Who Changed the World<br>A Midsummer's Nights Dream retold by Marcia Williams, extracts from play William Shakespeare (Drama workshop) | Spring 2 Planet Earth<br>The Watertower – Gary Crew<br>Rhythm and Poetry by Karl Nova<br>Information texts about Mary Anning   | Summer 1 Can You help Me?<br>Little Mouse's Big Book of Beasts – Emily Gravett<br>Non-fiction texts about The Romans | Summer 2 Wildlife Connections<br>Run Wild Gill Lewis, Non-fiction texts, poetry linked to the theme of conservation and local conservation |
|---|---|---|---|--|--|--|
| <b>Literary Form</b>                    | Classic children's literature, 3 <sup>rd</sup> person narrator, flashback and linear narrative, rhyme, rhythm, figurative language  | Comparison between graphic novel format and classic fiction novel, visual literature, science fiction. Non-linear structure: flashbacks | Figurative language, poetry, playscript   | Picture book, science fiction, fantasy, horror, visual literature, symbolism, 3 <sup>rd</sup> person narrator, subject specific vocabulary, rhyme, rhythm, alliteration, assonance | Picture book, 1st person, humour, concept book, rhyming verses; subject specific vocabulary                          | Information text, subject specific vocabulary, information texts, formal language, persuasive language, figurative language                |
| <b>Link to Main NC Area of Learning</b> | History   | Computing – Book Creator  |   | Geography, Science   | History, Geography   | Science – Plants Living Things and their habitats<br>RE – Our world  |
| <b>PSHE</b>                             | Separation, growing up, friendship, bullying, kindness, family, resilience, persecution, the refugee crisis   | Inequality and social class, technology and progress, humans, nature, and the universe, fear and kindness                               | Love, imagination, and patriarchy   | Belonging is shaped via relationships between people and places, friendship, bullying, identity, expression of emotions, perseverance and resilience                               | Fears and overcoming fears, legacy   | Pollution, responsibility, caring for the environment, taking action, campaigning  |
| <b>Reading</b>                          | <p><b>Children continue to develop their fluency skills which in turn deepens their comprehension of texts. Fluency is developed through the use of effective word decoding strategies and increased word recognition (accuracy and automaticity). Children are also taught how to read with expression and intonation, applying the correct pace, phrasing, volume whilst paying attention to the punctuation and vocabulary in the text (prosody). Children follow the school's own scheme of work for reading using Reciprocal Reading technique: Predict, Clarify, Question and Summarise. Home reading is linked to the Accelerated Reading programme.</b></p> <p><b>Word Reading:</b><br/>           Use knowledge of root words to understand meanings of words.<br/>           Use prefixes to understand meanings e.g. dis, mis, pre, re, over,<br/>           Use suffixes to understand meanings e.g. ible, able, ibly, ably, ant, ance, ancy, ent, ence, ency,<br/>           Read and understand words from the statutory Year 5/6 National Curriculum word list</p> <p><b>Reading Comprehension:</b><br/> <b>Make predictions</b> - Make regular and increasingly plausible predictions as they read, modifying their ideas as they read the next part of the text. Learn to anticipate events based on their own experience, what has been read so far and knowledge of other similar texts. Discuss the plausibility of their predictions and the reason for them.<br/> <b>Use prior knowledge to support understanding</b> - Use background knowledge or information about the topic or text type to establish expectations about a text. Compare what is read to what was expected<br/> <b>Use strategies to locate or infer the meaning of unfamiliar words</b> Identify when they do not understand the vocabulary used in a text and need to clarify the meaning. Give increasingly precise explanations of word meanings that fit with the context of the text they are reading. Check the plausibility and accuracy of their explanation or inference of the word meaning.<br/> <b>Build a wide vocabulary</b> - Consider a writer's use of specific and precise nouns, adjectives, verbs and adverbs and discuss the meanings conveyed. Investigate the meaning of technical or subject specific words they meet in their reading. Distinguish between everyday word meanings and their subject specific use, e.g. the specific meaning of force in scientific texts. Discuss idioms.<br/> <b>Use a dictionary effectively</b> - Use dictionaries effectively to locate word meanings and other information about words, e.g. by using alphabetical order, understanding abbreviations, determining which definition is the most relevant to the context. Use a dictionary to check a suggested meaning.<br/> <b>Ask questions to improve their understanding</b> - Identify aspects of a text they are not clear about. Ask questions to clarify their understanding or research the topic to find out more<br/> <b>Skim, scan and read closely</b> - Locate information accurately through skimming to gain an overall sense of the text. Scan a text to gain specific information. Use the skills of skimming and scanning to identify sections of text to read more carefully and re-read/ read on as appropriate.<br/> <b>Annotate text</b> - Annotate a text to identify key information or identify elements they don't understand or want to revisit or explore further. Note key points of what has been read, using simple abbreviations, diagrams or other simple marking system. Use these as the basis of follow up and discussion if appropriate.<br/> <b>Summarise understanding</b> - Make regular, brief summaries of what they've read, identifying the key points. Summarise a complete short text or substantial section of a text. Summarise what is known about a character, event or topic, explain any inferences and opinions by reference to the text.<br/> <b>Demonstrate understanding of stories, poetry and plays through retelling and reciting orally</b> - Distinguish in reading aloud a story, poem or play script, between the narrator and characters, and between different characters. Read, rehearse, evaluate and modify a performance of a story, poem or play script to convey meaning and emotion.<br/> <b>Develop and express their understanding</b> - Contribute to a discussion where a group explore their understanding of a topic raised through reading. Discuss and comment on texts, and present their ideas in appropriate and helpful formats, including graphically.<br/> <b>Justify their ideas about a text</b> - Evaluate a book or section of it, referring to details and examples in a text to back up their judgement and support their reasoning. Identify and summarise evidence from a text to support a hypothesis.<br/> <b>Retrieve information from texts</b> - Establish what is known about characters, events and ideas in narrative and non-fiction texts, retrieving details and examples from the text to back up their understanding or argument.<br/>           Locate information confidently and efficiently, using the full range of features of the information text being read, including information presented graphically.</p> |   |   |  |  |  |
| <b>Reading linked to writing</b>        | Use different formats to capture, record and explain what they have   | Recognise where they don't understand why something happens   | Distinguish in reading aloud a story or play script, between the narrator and   | Understand what is implied about characters and make judgements  | Re-present information from a text graphically. Comment on the   | Prepare for research by identifying what they already know and what  |

|  |  |  |   |  |  |   |
|--|--|--|---|--|--|---|
|  | <p>read, e.g. for and against columns, matrices and charts of significant information. Recognise different types of comprehension questions (retrieval/ inferential) and know whether the information required to answer will be explicitly stated or implied in the text. Answer questions by explaining their ideas orally and in writing, including questions requiring open-ended responses.</p> <p>Identify how ideas and themes are explored and developed over a text, e.g. how a story opening can link to its ending or how characters change over a narrative.</p> <p>Make comparisons between the ways that different characters or events are presented.</p> <p>Discuss the meaning of figurative language (metaphors and similes) and idiomatic words and phrases used in a text, beginning to explain the purpose and impact of such choices.</p> <p>Understand what is implied about characters and make judgements about their motivations and attitudes from the dialogue and descriptions.</p> | <p>in a text and ask questions to clarify their understanding.</p> <p>Identify social, moral or cultural issues or themes in stories, e.g. the dilemmas faced and dealt with by characters or the moral of the story. Link cause and effect in narratives and recounts.</p> <p>Compare the way that ideas or themes are presented in different versions (including in other media, e.g. film) of the same text.</p>  | <p>characters, and between different characters. Read, rehearse, evaluate and modify a performance of a story or play script to convey meaning and emotion.</p> <p>Recognise where they don't understand why something happens in a text and ask questions to clarify their understanding.</p> <p>Identify and discuss idiomatic phrases, expressions and comparisons (metaphors, similes and embedded metaphors) met in texts, considering why authors might have used them.</p>   | <p>about their motivations and attitudes from the dialogue and descriptions. Make comparisons between the ways that different characters or events are presented.</p> <p>Read poems by significant poets and identify what is distinctive about the style or presentation of their poems. Prepare poems for performance, identifying appropriate expression, tone, volume and use of voices and other sounds. Rehearse and improve their performance when reading texts aloud, in order to demonstrate their understanding.</p> <p>Prepare for and carry out factual research by reviewing what is known, what needs to be found out, what resources are available and where to search.</p> <p>Pick out key sentences and phrases that convey important information. Take information from diagrams, flow charts and forms where it is presented graphically.</p> <p>Collect information from different sources.</p> | <p>illustrations and graphic representations they encounter in texts, linking their comments back to the text itself.</p> <p>Prepare for research by identifying what they already know and what they need to find out. Plan their inquiry or research in the light of these questions. Adapt their questions as they read.</p> <p>Locate information confidently and efficiently, using the full range of features of the information text being read, including information presented graphically.</p> <p>Use different formats to capture, record and explain information about what they have read,</p>  | <p>they need to find out. Plan their inquiry or research in the light of these questions. Adapt their questions as they read/</p> <p>Identify the features of different non-fiction texts, e.g. recounts, instructions, explanations, persuasive writing and argument, including content, structure, vocabulary, style, layout and purpose.</p> <p>Discuss the way that writers of non-fiction match text structure to their intentions.</p> <p>Investigate the use of language in different types of information text, e.g. words and phrases which signal a point of view in persuasive texts, how encyclopaedia convey authority.</p> <p>In persuasive writing and other texts investigate how language is used to present opinion.</p> <p>Take information from diagrams, flow charts and forms where it is presented graphically.</p> <p>Collect information from different sources.</p> |
| <b>Vocabulary, Grammar, Punctuation (and Spelling)</b> | <p><b>Grammatical Terminology:</b> noun, expanded noun phrase, adjective, adverb, verb tense (past, present, future), imperative verb, preposition, conjunction, determiner, pronoun, possessive pronoun, relative pronoun, relative clause, adverbial, fronted adverbial, cohesion, modify, statement, question, exclamation, command, clause, subordinate clause, main clause, phrase, subject, object</p> <p>apostrophe (contraction and possession), comma, direct speech, inverted commas, colon</p> <p>Select nouns and pronouns for clarity and cohesion and to avoid repetition.</p> <p>Expand noun phrases with the addition of modifying adjectives, nouns and prepositions.</p> <p>Use fronted adverbials, marking them with a comma.</p> <p>Use inverted comma and other punctuation to indicate direct speech.</p>  | <p><b>Grammatical Terminology:</b> noun, expanded noun phrase, adjective, adverb, verb tense (past, present, future), modal verb, imperative verb, preposition, conjunction, determiner, pronoun, possessive pronoun, relative pronoun, relative clause, adverbial, fronted adverbial, cohesion, modify statement, question, exclamation, command, clause, subordinate clause, main clause, phrase, subject, object</p> <p>apostrophe (contraction and possession), comma, direct speech, inverted commas, colon</p> <p>Use relative clauses</p> <p>Use modal verbs to indicate possibility</p> <p>Use adverbs to indicate possibility (for example, surely)</p> | <p><b>Grammatical Terminology:</b> noun, expanded noun phrase, adjective, adverb, verb tense (past, present, future), modal verb, imperative verb, preposition, conjunction, determiner, pronoun, possessive pronoun, relative pronoun, relative clause, adverbial, fronted adverbial, cohesion, modify statement, question, exclamation, command, clause, subordinate clause, main clause, phrase, subject, object</p> <p>apostrophe (contraction and possession), comma, direct speech, inverted commas, parenthesis, bracket, dash, colon</p> <p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Use expanded noun phrases to convey complicated information concisely</p> | <p><b>Grammatical Terminology:</b> noun, expanded noun phrase, adjective, adverb, verb tense (past, present, future), modal verb, imperative verb, preposition, conjunction, determiner, pronoun, possessive pronoun, relative pronoun, relative clause, adverbial, fronted adverbial, cohesion, modify statement, question, exclamation, command, clause, subordinate clause, main clause, phrase, subject, object</p> <p>apostrophe (contraction and possession), comma, direct speech, inverted commas, parenthesis, bracket, dash, colon</p> <p>Use the perfect form of verbs to mark relationships of time and cause</p>  | <p><b>Grammatical Terminology:</b> noun, expanded noun phrase, adjective, adverb, verb tense (past, present, future), modal verb, imperative verb, preposition, conjunction, determiner, pronoun, possessive pronoun, relative pronoun, relative clause, adverbial, fronted adverbial, cohesion, ambiguity, modify statement, question, exclamation, command, clause, subordinate clause, main clause, phrase, subject, object</p> <p>apostrophe (contraction and possession), comma, direct speech, inverted commas, parenthesis, bracket, dash, colon</p> <p>Use commas to clarify meaning and avoid ambiguity.</p> <p>Explore devices to build cohesion within a paragraph and across paragraphs.</p> | <p><b>Grammatical Terminology:</b> noun, expanded noun phrase, adjective, adverb, verb tense (past, present, future), modal verb, imperative verb, preposition, conjunction, determiner, pronoun, possessive pronoun, relative pronoun, relative clause, adverbial, fronted adverbial, cohesion, ambiguity, modify statement, question, exclamation, command, clause, subordinate clause, main clause, phrase, subject, object</p> <p>apostrophe (contraction and possession), comma, direct speech, inverted commas, parenthesis, bracket, dash, colon</p> <p>Explore devices to build cohesion within a paragraph and across paragraphs.</p> <p>Verb prefixes: dis, mis, re, over, de</p> <p>Convert nouns or adjectives into verbs using suffixes: ate, ise, ify</p>   |
| <b>Writing: Transcription</b>                          | <p>Handwriting – follow Letter Join scheme</p> <p>Daily dictation.</p> <p>Spelling – follow RWI Spelling programme. Learn to spell National Curriculum CEW</p>   |  |   |  |  |   |

|                                    |  |  |   |  |   |   |
|------------------------------------|--|--|---|--|---|---|
| <p><b>Writing: Composition</b></p> | <p>Read and analyse narrative texts in order to plan their own versions. Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative forms. Discuss, organise and record ideas for writing using planning frames. Develop and clarify ideas through discussion. Note key ideas and vocabulary on plan. Examine how characters and settings are presented in films. Collect and create vocabulary banks Link ideas within and across paragraphs using fronted adverbials for when and where e.g. <i>Several hours later...</i>, <i>Back at home...</i> Link ideas across paragraphs using adverbs of time and place. Proof read and edit own work in terms of spelling, grammar, vocabulary and punctuation. Proof read to ensure consistent use of tense.</p> | <p>Read and analyse narrative texts in order to plan their own versions. Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative forms. Discuss, organise and record ideas for writing using planning frames. Develop and clarify ideas through discussion. Note key ideas and vocabulary on plan. Develop characterisation through the use of description and dialogue. Use dialogue to move the action forwards. Collect, create and use vocabulary banks (including similes and metaphors). Write descriptions of settings selecting vocabulary to create atmosphere or suspense. Compose sentences with fronted adverbials for when and where. Compose sentences with relative clauses, including sentences where the relative pronoun is omitted. Link ideas across paragraphs using adverbs of time and place. Collect and use modal verbs. Proof read and edit own work in terms of spelling, grammar, vocabulary and punctuation. Proof read to ensure consistent use of tense.</p> | <p>Discuss the audience and purpose of the writing and record and organise ideas using a planning frame Develop settings and characterisation using vocabulary to create emphasis, humour and atmosphere Develop characterisation through the use of description, action and dialogue. Compose sentences with fronted adverbials for when and where. Collect, create and use vocabulary banks (including expanded noun phrases, similes, metaphors) Use commas to indicate parenthesis. Assess the effectiveness of own and others' writing in relation to audience and purpose. Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. Use the appropriate tone, intonation and volume when presenting own work to class/group, ensuring meaning is clear.</p> | <p>Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, poetry and non-fiction and apply aspects in own writing. Discuss ideas to clarify thinking and add vocabulary and details to plan. Create and punctuate complex sentences using similes as sentence openers. Create and punctuate complex sentences, starting with 'ed' and 'ing' opening clauses. Develop characterisation through the use of description, action and dialogue. Collect, create and use vocabulary banks (including expanded noun phrases, similes, metaphors, idioms) Use a range of devices to build cohesion: <i>Link ideas across paragraphs using fronted adverbials for when and where. Use commas to indicate parenthesis in descriptive writing. Use brackets to indicate parenthesis in formal writing Use nouns for precision and description. Select nouns and pronouns to avoid repetition.</i> Assess the effectiveness of own and others' writing in relation to audience and purpose. Suggest changes to grammar and vocabulary to enhance effects and clarify meaning. Use the appropriate tone, intonation and volume when presenting own work to class/group, ensuring meaning is clear.</p> | <p>Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative and non-narrative texts and apply aspects in own writing. Discuss and record ideas for planning using a range of formats. Use organisational devices in non-fiction writing, e.g. headings, sub headings, <i>captions, text boxes, diagram, tables, glossary</i> Use a range of devices to build cohesion: <i>Link ideas across paragraphs using fronted adverbials for where, when Use expanded noun phrases to express complicated information concisely. Create and punctuate complex sentences, starting with 'ed' and 'ing' opening clauses. Use brackets to indicate parenthesis in formal writing. Use commas in sentences to avoid ambiguity.</i> Assess the effectiveness of own and others' writing in relation to audience and purpose. Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. Proof read to ensure consistent use of tense.</p> | <p>Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative and non-fiction and apply aspects in own writing. Use own research to create a plan for writing. Discuss ideas to clarify thinking and add vocabulary and details to plan. Discuss, organise and record ideas for planning using a range of formats. Use organisational devices in non-fiction writing, e.g. headings, sub headings, <i>captions, text boxes, diagram, tables, glossary.</i> Use a range of devices to build cohesion: <i>Link ideas across paragraphs using fronted adverbials for where, when Use expanded noun phrases to express complicated information concisely. Create and punctuate complex sentences, starting with 'ed' and 'ing' opening clauses. Use brackets to indicate parenthesis in formal writing. Use commas in sentences to clarify and avoid ambiguity.</i> Select vocabulary to persuade, inform, describe Assess the effectiveness of own and others' writing in relation to audience and purpose. Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. Proof read to ensure consistent use of tense.</p> |
| <p><b>Writing Outcomes</b></p>     | <p>Character and setting descriptions<br/>Journal entries written in role<br/>Informal letters<br/>Playscript</p>  | <p>Setting description<br/>Recount as a series of diary entries, from different viewpoints<br/>Retell key scenes as a story (using graphic novel)</p>  | <p>Character profiles<br/>Setting descriptions<br/>Diary entries showing contrasting viewpoints<br/>Recount key scenes as a story</p>   | <p>Setting description<br/>Diary/blog entry<br/>Retell story (including missing scenes) from a different point of view.<br/>Write own poem, using poems studied as a model.<br/>Plan and research and write a biography</p>  | <p>Glossary<br/>Innovate and write own version of original story<br/>Research, plan and write an information report, present digitally.</p>   | <p>Persuasive writing – letters, advert and leaflets.<br/>Formal letters<br/>Research and write magazine article<br/>Poem</p>   |