

Brackenwood Junior School

English

Long Term Plan

Y5

2023/24

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| Autumn 1  Text - Of thee I sing by Barack Obama and Young, gifted and Black by Jamia Wilson | | | | | | | |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| Extended Writing  Genre | Black History Text  Of thee I sing by Barack Obama  Young, gifted and Black by Jamia Wilson  **Genre - Narrative Poem** | | Black History Text  Of thee I sing by Barack Obama  Young, gifted and Black by Jamia Wilson  **Genre - Formal Letter** | | Black History Text  Of thee I sing by Barack Obama  Young, gifted and Black by Jamia Wilson  **Genre - Biography on Barack Obama** | | |
| Spelling  Focus  Teaching | ing and ed endings  Irregular verbs | Comparitive/superlative  (er, ier and est) | Plural – s, es, ies | Adding y | Homophones | Homonyms  Homographs | Silent letters |
| Grammar/  punctuation  Focus Teaching | **Year 5 Grammar**  Expressing time, place and cause using:   * conjunctions (e.g. when, before, after, while, so, because) * adverbs (e.g. then, next, soon, therefore)   prepositions (e.g. before, after, during, in, because of)  Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teachers expanded to: the strict maths teacher with curly hair)  Use of the present perfect form of verbs instead of the simple past (e.g. he has gone out to play *instead of* he went out to play)  Use of capital letters, full stops, questions marks and exclamation marks to demarcate sentences | **Genre Related Grammar - Poetry**  **Language Features:**  Alliteration  Figurative language Similes  Metaphors Personification  Imagery  Pattern  Onomatopoeia  Rhyme  Rhythm  Verse  **Structural Features:**  Written in verses  Each line starts with a capital letter  A comma at the end of each line | **Year 5 Grammar**  Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes)  Types of sentences and how to identify them:  Statements  Commands  Questions  Exclamations  **Indicating possibility using adverbs (e.g. perhaps) or model verbs (e.g. might, should, will, must)**  Use of paragraphs to organise ideas around a theme | **Genre Related Grammar -Letter**  **Language Features:**  Present Tense  First person pronouns  Formal Tone  Opinions as well as facts - Supported by evidence  Time conjunctions  **Structural Features:**  Sender and recipient's address  Date  Opening Sentence - Why are you writing - Hook the reader.  Introductions  Paragraphs - Each point/reason for writing, in one paragraph.  Conclusion - Summarising main points and re-iterating  Sign Off | **Year 5 Grammar**  Use the correct determiner ‘a’ or ‘an’ depending on whether the following word begins with a vowel or a consonant (e.g. a rock, an open box)  **Linking ideas across paragraphs using adverbials or time, place or tense (e.g. later, nearby, he *had* seen her before)** | **Genre Related Grammar - Biography**  **Language Features:**  Past tense  Third person pronouns  Time adverbials  Factual information  **Structural Features:**  Opening statement  Paragraphs - Main events in a person's life  Main influences in a person's life.  Closing paragraph - How will he/she be remembered - Future work. | |
| Reading Comprehension  2 week cycle | **Weeks 1 and 2**  Down the Mine  Then and Now  Retrieval  SIVSV  Illness and Medicine  Keeping Clean  Summary  RVVRI  Titanic  Rising Water  Summary  EVIRV | | **Weeks 3 and 4**  Persuasive Texts  Should Animals Be Kept In Zoos?  Inference  RVSRP  American Voices  Exodus  Explanation  VVIIS  Mountains  Record Breaking Mountains  Explanation  VIPRS | | **Weeks 5 and 6**  Space  Mars Achieved Vocabulary  IERRI  Magic and Mystery  The Inept Magician  Retrieval  VIIVE  Ancient Egypt  The Great Pyramid  Retrieval  IPVSP | | **Week 7**  WWII  Evacuee Letter  Vocabulary  RIERP  Crime and Punishment  The Case Of The Silver Snake  Vocabulary  IPISE |
| Reading Spines / class read | Reading Spine - Complexity of Narrator  Wonder by R.J Palacio | | | | | | |

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| Autumn 2  Text - Wonder by R.J Palacio | | | | | | | |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| Extended Writing  Genre | Wonder by R.J Palacio  **Genre - Persuasive Letter - Persuading Auggie to go to school** | | Wonder by R.J Palacio  **Genre - Diary Entry/Journal - Jack’s perspective** | | Wonder by R.J Palacio  **Genre - Balanced Argument - Should Auggie forgive Jack?** | | |
| Spelling  Focus  Teaching | **Consonant spellings -** que’/’ck’/’ch’ sounding k‘sc’ sounding ‘s’‘c’ sounding ‘s’ | **Consonant spellings -**  ‘s’ sounding ‘z’ ‘y’ sounding ‘i’ ‘gue’ sounding ‘g’ ‘g’/’ge’/’dge’ sounding ‘j’ | **Consonant spellings -** ‘th’ sounding ‘t’ ‘gh’/‘ph’ sounding ‘f’ ‘wh’ sounding ‘w’ ‘qu’ sounding ‘kw’ | **Short vowel sounds -**a/ea/sounding ‘e’ i/o/u/y/sounding ‘i’ a sounding o o/ou/oo/ sounding ‘u’ | **Long vowel sounds -** ei/ai sounding long á ea/ie sounding long é | **Long vowel sounds -** i/i-e sounding long í ow/ou sounding long ó u sounding long ú | **Digraphs and trigraphs -** oi,oy ow, ou ar air, are, ear |
| Grammar/Punctuation  Focus  Teaching | **Year 5 Grammar**  Grammatical difference between plural and possessive –s  Types of sentences and how to identify them:  Statements  Commands  Questions  Exclamations  **Indicating possibility using adverbs (e.g. perhaps) or model verbs (e.g. might, should, will, must)**  Use of paragraphs to organise ideas around a theme | **Genre Related Grammar - Persuasive Letter**  **Language Features:**  Past tense  First person pronouns  Informal Tone  Colloquial Language  Emotive Language  Thought and feelings  Opinions as well as facts  Time conjunctions  Rhetorical Questions  Exaggeration  **Structural Features:**  Sender and recipient's address  Date  Opening Sentence - Why are you writing - Hook the reader.  Introductions  Paragraphs - Each point/reason for writing, in one paragraph.  Conclusion - Summarising main points and re-iterating  Sign Off | **Year 5 Grammar**  Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was)  **Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun**  Use of the present perfect form of verbs instead of the simple past (e.g. he has gone out to play *instead of* he went out to play)  **Use of commas to clarify meaning or avoid ambiguity** | **Genre Related Grammar -Diary entry/Journal**  **Language Features:**  Past tense  First person pronouns  Informal Tone  Colloquial Language  Emotive Language  Thought and feelings  Opinions as well as facts  Time conjunctions  **Structural Features:**  Date  Dear Diary,  Paragraphs  Sign Off | **Year 5 Grammar**  Formation of nouns using a range of prefixes (e.g. super – anti – auto – )  **Indicating possibility using adverbs (e.g. perhaps) or model verbs (e.g. might, should, will, must)**  **Linking ideas across paragraphs using adverbials or time, place or tense (e.g. later, nearby, he *had* seen her before)**  **Devices to build cohesion within a paragraph (e.g. first, then, after this)** | **Genre Related Grammar - Balanced Argument**  **Language Features:**  Present Tense  Third person  Formal Tone  Abstract Nouns - Truth, fairness, belief  Modal Verbs - Could, must, can, will.  Conjunctions for cause and effect - Even though, as a result, consequently, hence, therefore.  **Structural Features:**  Topic/Title  Introductory Paragraph - GIve brief idea of both sides of the argument.  Paragraphs - Each point supported by evidence and extra information. | |
| Reading Comprehension  2 week cycle | **Weeks 1 and 2**  Eco-Awareness  Counting  Summary  VRREI  Natural Resources  Solar Power  Summary  VRRVR  WWII  Kindertransport  Retrieval  IPVIS | | **Weeks 3 and 4**  Crime and Punishment  The Changing Police  Vocabulary  ISRRE  Animals  Old Foot  Inference  RVVEP  Brazil  The River Trader  Inference  VEVRV | | **Weeks 5 and 6**  Greek Myths  Perseus  Vocabulary  IRISP  Crime and Punishment  The Case Of The Silver Snake  Retrieval  EVIIE  The Andes  The Andes  Retrieval  ESVIV | | **Week 7**  The Gift of the Magi  Vocabulary  RSIER  Christmas Letter Sorting Machine Retrieval  VIVEP |
| Reading Spines / class read | Reading Spine - Complexity of Narrator  Wonder by R.J Palacio | | | | | | |

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| Spring 1  Text - Skellig by David Almond | | | | | | |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| Extended Writing  Genre | Skellig by David Almond  **Genre - Playscript** | | Skellig by David Almond  **Genre - Historical Narrative/Myth** | | Skellig by David Almond  **Genre - Explanation Text - Gladiator Battle** | |
| Spelling  Focus  Teaching | **Digraphs and trigraphs** ear, ere, eer | **Digraphs and trigraphs** ir, er, ur, or,ore,au,aw, augh,ough | **Prefixes- de, mis, dis dis’**- not/ opposite of **‘mis’** –wrong/ opposite of **‘de’** – undo/do opposite of | **Prefixes- in/im/il/ir in’** means ‘not’. When the root word starts with a ‘p’ or ‘m’ ‘in’ becomes **‘im’** When the root word starts with ‘l’, ‘in’ becomes **‘il’** When the root word starts with ‘r’, ‘in’ becomes ‘ir’ | **Prefixes ‘un’** means ‘not’. **‘ex’** means former. **Anti** means opposing | **Prefixes – ‘fore’**- before **‘post’** – after/later **‘pre’**- before **‘re’** - again  **Digraphs and trigraphs**  ir, er, ur, or,ore,au,aw, augh, ough |
| Grammar/Punctuation  Focus  Teaching | **Year 5 Grammar**  **Converting nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify)**  Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teachers expanded to: the strict maths teacher with curly hair)  Use of progressive form of verbs in the present and past tense (for example ‘she is drumming’ ‘he was shouting’)  Use of capital letters, full stops, questions marks and exclamation marks to demarcate sentences | **Genre Related Grammar - Playscript**  **Language Features:**  Written dialogue without speech marks/inverted commas.  Stage direction in brackets  Character direction  **Structural Features:**  Cast List  Props and Costume List  Use a narrator  Character/Speakers name on the left  Structure play using scenes | **Year 5 Grammar**  Expressing time, place and cause using:   * conjunctions (e.g. when, before, after, while, so, because) * adverbs (e.g. then, next, soon, therefore)   prepositions (e.g. before, after, during, in, because of)  Fronted adverbials (e.g. Later that day, I heard the bad news)  **Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun**  Correct choice and consistent use of present or past tense throughout writing  Use of inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clauses, end punctuation inside inverted commas) | **Genre Related Grammar - Historical Narrative/Myth**  **Language Features:**  Adjectives to help reader visualise the story  Verbs and adjectives to help the reader feel tension throughout the story.  Adverbials  Dialogue  **Structural Features:**  Opening - Set the scene  Introduce Characters  Build Up  Dilemma  Resolution  Ending  Reflections and future plans | **Year 5 Grammar**  Word families based on common words and identify how they’re related in meaning and form (e.g. solve, solution, dissolve)  **Verb prefixes (for example dis-, de-, mis-, over-, re-)**  Types of sentences and how to identify them:  Statements  Commands  Questions  Exclamations  **Indicating possibility using adverbs (e.g. perhaps) or model verbs (e.g. might, should, will, must)**  **Devices to build cohesion within a paragraph (e.g. first, then, after this)**  Headings and sub-heading to aid presentation | **Genre Related Grammar - Explanation Text - Gladiator Battle**  **Language Features:**  Chronological Order  Third person  Present tense  Causal Conjunctions  Technical Vocabulary  Formal Tone  **Structural Features:**  Opening statement to introduce the topic  Paragraphs organised around a series of events  Diagrams |
| Reading Comprehension  2 week cycle | **Weeks 1 and 2**  WWII  The Wexbridge Crier  Retrieval  SVEPV  Magic and Mystery  The Stone People  Retrieval  IVSSP  Romani Tales  Nashin Yog Panum  Inference  RVSRE | | **Weeks 3 and 4**  The Solar System  The Planets Vocabulary  RSREP  Animals  Evelyn Cheesman: Escaping the Web  Explanation  VRRVS  The Andes  The Humble Spud  Explanation  IRVVI | | **Weeks 5 and 6**  Animals  Canine Life Savers  Retrieval  VVEES  Ancient Egypt  Gods of Ancient Egypt  Vocabulary  RPRSP  Living Things  Stages of Human Life  Vocabulary  SRIRI | |
| Reading Spines / class read | Reading Spine - Complexity of the plot  Skellig by David Almond | | | | | |

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| Spring 2  Text - The Hunter By Paul Geraghty | | | | | |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** |
| Extended Writing  Genre | The Hunter By Paul Geraghty  **Genre - Setting Description** | | The Hunter By Paul Geraghty  **Genre -Diary Entry/Journal - Jamina not wanting to become a hunter** | | The Hunter By Paul Geraghty  **Genre -Conversation PIece - Dialogue between her and grandma.** |
| Spelling  Focus  Teaching | **Prefixes**  Inter  micro  Auto  sub | **Prefixes**  under  Out  Over  super | **Words ending (Y5)**  **ant, ance, ancy**  **ent, ence, ency**  For related words with ‘long a’ in the same place use ‘ant’ | **Words ending (Y5)**  **ent, ence, ency**  Use -ent after soft c, soft g | Noun suffixes  ‘ness’-quality /state  ‘ment’-action/state  ‘ship’-state/condition |
| Grammar/Punctuation  Focus  Teaching | **Year 5 Grammar**  Understand pronouns, verbs nouns, adjectives  Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teachers expanded to: the strict maths teacher with curly hair)  **Use of commas to clarify meaning or avoid ambiguity** | **Genre Related Grammar - Setting Description**  **Language Features:**  Figurative language - Similes, metaphors, personification, onomatopoeia, hyperbole  **Structural Features:**  Paragraphs | **Year 5 Grammar**  **Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun**  Use of the present perfect form of verbs instead of the simple past (e.g. he has gone out to play *instead of* he went out to play)  Correct choice and consistent use of present or past tense throughout writing | **Genre Related Grammar - Diary Entry/Journal**  **Language Features:**  Past tense  First person pronouns  Informal Tone  Colloquial Language  Emotive Language  Thought and feelings  Opinions as well as facts  Time conjunctions  **Structural Features:**  Date  Dear Diary,  Paragraphs  Sign Off | **Year 5 Grammar**  **Linking ideas across paragraphs using adverbials or time, place or tense (e.g. later, nearby, he *had* seen her before)**  Use of inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clauses, end punctuation inside inverted commas)  **Genre Related Grammar - Conversation PIece - Dialogue**  **Language Features:**  Show a character through their voice  Advance the plot  Provide information about time and place of the narration  Break the monologue of the narrator  Use flashback to present memories  narration  **Structural features:** New line, new speaker |
| Reading Comprehension  2 week cycle | **Weeks 1 and 2**  Eco-Awareness  Formal Letter  Inference  REVRVS  American Voices  Diary of James Madison  Inference  EVRRP  Magic and Mystery  Jin Dragonborne  Vocabulary  IRISP  World War 1  Amongst The Poppies  Vocabulary  IEIEI | | **Weeks 3 and 4**  Eco-Awareness  Dear Humans  Retrieval  VISVE  Mountains  An Interview With Shandi Ganjavian-Connor  Retrieval  VIPES  The Solar System  A Brief History of Human’s Understanding of the Solar System  Summary  ERVVR  Cornwall  Cornish Folklore  Summary  VVIVR | | **Week 5**  Ancient Egypt  Tomb Raider  Retrieval  VSIPP  Brazil  Biomes of Brazil  Retrieval  VVVEP |
| Reading Spines / class read | Reading Spine - Complexity of the plot  Skellig by David Almond | | | | |

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| Summer 1  Text - Holes by Louis Sachar | | | | | | | |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | | **Week 6** |
| Extended Writing  Genre | Holes by Louis Sachar  **Genre - Informal Letter home** | | Holes by Louis Sachar  **Genre - Character Description** | |  | Holes by Louis Sachar  **Genre - Instructions** | |
| Spelling  Focus  Teaching | **Adjective suffixes**  **ful’**-full of  **‘less’**-without | **Words ending –cious, tious, cial, tial**  The ‘shus’ sound- spelt as ‘cious’ at the end of an adjective. ‘tious’ -few words. ‘shul’ sound: ‘tial’ is used after a consonant -‘cial’ is used after a vowel. | | | **Adverb suffixes**  Adding ly to words correctly | | **Word ending-ture, sure** |
| Grammar/Punctuation  Focus  Teaching | **Year 5 Grammar**  Expressing time, place and cause using:   * conjunctions (e.g. when, before, after, while, so, because) * adverbs (e.g. then, next, soon, therefore)   prepositions (e.g. before, after, during, in, because of)  Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition | **Genre Related Grammar - Informal Letter home**  **Language Features:**  Past tense  First person pronouns  Informal Tone  Colloquial Language  Emotive Language  Thought and feelings  Opinions as well as facts  Time conjunctions  Rhetorical Questions  Exaggeration  **Structural Features:**  Sender and recipient's address  Date  Opening Sentence - Why are you writing - Hook the reader.  Introductions  Paragraphs - Each point/reason for writing, in one paragraph.  Conclusion - Summarising main points and re-iterating  Sign Off | **Year 5 Grammar**  Subordination (using when, if, that, because) and co-ordination (using or, and, but)  Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teachers expanded to: the strict maths teacher with curly hair)  Fronted adverbials (e.g. Later that day, I heard the bad news) | **Genre Related Grammar - Character Description**  **Language Features:**  Figurative language - Similes, metaphors, personification, onomatopoeia, hyperbole  **Structural Features:**  Paragraphs | **Year 5 Grammar**  Identify root words Suffixes that can be added to verbs (e.g. helping, helped, helper)  **Indicating possibility using adverbs (e.g. perhaps) or model verbs (e.g. might, should, will, must)**  **Devices to build cohesion within a paragraph (e.g. first, then, after this)**  Commas to separate items in a list | | **Genre Related Grammar -Instructions**  **Language Features:**  Chronological Order  Imperative verbs  Adverbs  Technical Vocabulary  Formal Tone  **Structural Features:**  Title  Subheadings  Opening sentence  Clear list of equipment  Bullet Points - Method in simple steps  Diagrams  Closing Statement |
| Reading Comprehension  2 week cycle | **Weeks 1 and 2**  The Watch Fiction SATS 1 Star  Rabbit Girl Fiction SATS 1 Star  Narratives Based on Famous Poems  The Listeners  Retrieval  ERPIP  Living Things  Life Cycle Comparison  Retrieval  SVEVI | | **Weeks 3 and 4**  A Day at the Zoo Fiction SATS 1 Star  The Apple Fiction SATS 1 Star  Narratives based on famous poems  The Raven  Vocabulary  IERE  Mountains  The Beddgelert Legend  Vocabulary  IPERS | | **Weeks 5 and 6**  The Swimming Pool Fiction SATS 1 Star  The Statue Fiction SATS 1 Star  Magic and Mystery  The Contraption  Inference  VSRES  Down the Mines  Into the Mine  Inference  REVVP | | |
| Reading Spines / class read | Reading Spine - Non Linear Time Sequences - Holes by Louis Sachar | | | | | | |

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| Summer 2  Text - Holes by Louis Sachar | | | | | | | |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | Week 7 |
| Extended Writing  Genre | Holes by Louis Sachar  **Genre - Narrative** | | | Holes by Louis Sachar  **Genre - Newspaper** | | Holes by Louis Sachar  **Genre - Advertisement for Juvenile** | |
| Spelling  Focus  Teaching | **Words ending-(Y4/5)** **able, ably**  Root word ends in ‘e’ it is often dropped before adding the suffix unless the word ends in ‘ce’ or ‘ge’ when the ‘e’ must be kept. y’ often changes to ‘i’ | **Words ending-(Y4/5) ible, ibly**  Root word ends in ‘e’ it is often dropped before adding the suffix unless the word ends in ‘ce’ or ‘ge’ when the ‘e’ must be kept. y’ often changes to ‘i’ | **Suffix- ise**  Nouns and adjectives can be converted into verbs by using the suffix -ise.  **Suffix -ify**  Nouns and adjectives can be converted into verbs by using the suffix -ify.  **Suffix- ate**  Nouns and adjectives can be converted into verbs by using the suffix–ate. | **Words ending-(Y2/3/4) sion, tion, cian, ssion** ‘sion’ words-formed from verbs ending ’se’ ‘d’ or ’de’-ssion is used if word ends in –ss or –mit/ -cian is used if word ends in –c or –cs -tion is used if the root word ends in –t or -te | **Homophones/Near homophones**  Some words sound the same as another but are spelt differently or have a different meaning. | **Letter string–ough**  -ough can be used to spell a number of different sounds: the final sound ‘ow’ or ‘owe’ (long ‘o’ sou | **Words with the ‘k’ sound spelt ‘ch’** (Y4)  (Greek in origin)  **Words with the ‘s’ sound spelt ‘sc’**  (Latin in origin) |
| Grammar/Punctuation  Focus  Teaching | **Year 5 Grammar**  Subordination (using when, if, that, because) and co-ordination (using or, and, but)  Fronted adverbials (e.g. Later that day, I heard the bad news)  Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition | **Genre Related Grammar - Narrative**  **Language Features:**  Adjectives to help reader visualise the story  Verbs and adjectives to help the reader feel tensions throughout the story.  Dialogue  **Structural Features:**  Opening - Set the scene  Introduce Characters  Build Up  Dilemma  Resolution  Ending  Reflections and future plans | | **Year 5 Grammar**  Expressing time, place and cause using:   * conjunctions (e.g. when, before, after, while, so, because) * adverbs (e.g. then, next, soon, therefore)   prepositions (e.g. before, after, during, in, because of)  **Devices to build cohesion within a paragraph (e.g. first, then, after this)**  Use of inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clauses, end punctuation inside inverted commas)  Apostrophes to mark plural possession (e.g. the girl’s name)  Use of commas after fronted adverbials  **Brackets, dashes or commas to indicate parenthesis** | **Genre Related Grammar - Newspaper**  **Language Features:**  5W’s - Introduction  Details of main events in chronological Order  Third person  Past tense  Direct and reported speech  Formal Tone  Rhetorical Question  **Structural Features:**  Newspaper Name  Headline  Subtitle  Reporters Name  Introductory Paragraph - 5W’s  Pictures with captions  Conclusion - What might happen next. | **Year 5 Grammar**  **Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teachers expanded to: the strict maths teacher with curly hair)**  **Use of commas to clarify meaning or avoid ambiguity**  Apostrophes to mark where letters are missing in spelling (do not = don’t) and to mark singular possession in nouns (e.g. the girl’s name) | **Genre Related Grammar - Persuasive Text - Advertisement**  **Language Features:**  Second or third person  Rhetorical Questions  Exaggeration  Powerful Adjectives  **Structural Features:**  Title or Slogan Introduction - Directly addressing the reader  Main Body - Describes facilities and features  Bullet Points |
| Reading Comprehension  2 week cycle | **Weeks 1 and 2**  A Gift Fiction SATS 1 Star  Back in Time Fiction SATS 1 Star  Magic and Mystery  To Whoever Finds This  Prediction  VIRSE  Narratives Based on Famous Poems  Dulce Et Decorum Est  Explanation  VIIRI | | **Weeks 3 and 4**  No Place Like Home Fiction SATS 1 Star  Superhero Fiction SATS 1 Star  American Voices  Time For Tea  Vocabulary  IIIRP  Romani Tales  The Princess And The Pani Folk  Summary  IRVII | | **Weeks 5 and 6**  Blame Fiction SATS 1 Star  Closing Down Fiction SATS 1 Star  Ancient Egypt  How To Make A Mummy  Summary  IVEVE  Rainforests  Gliding Through The Forest  Inference  VERSR | | **Week 7**  Juno Beach Fiction SATS 1 Star  Narratives Based on Famous Poems  Lucy Gray  Inference  VRVES |
| Reading Spines / class read | Reading Spine - Non Linear Time Sequences  Holes by Louis Sachar | | | | | | |