

Brackenwood Junior School

English

Long Term Plan

Y5

2023/24

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| Autumn 1Text - 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 WritingGenre | Black History TextOf thee I sing by Barack ObamaYoung, gifted and Black by Jamia Wilson**Genre - Narrative Poem**  | Black History TextOf thee I sing by Barack ObamaYoung, gifted and Black by Jamia Wilson**Genre - Formal Letter** | Black History TextOf thee I sing by Barack ObamaYoung, gifted and Black by Jamia Wilson**Genre - Biography on Barack Obama** |
| SpellingFocusTeaching | ing and ed endingsIrregular verbs | Comparitive/superlative(er, ier and est)  | Plural – s, es, ies  | Adding y | Homophones | Homonyms Homographs | Silent letters |
| Grammar/punctuationFocus 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:**AlliterationFigurative language SimilesMetaphors PersonificationImageryPatternOnomatopoeia RhymeRhythmVerse**Structural Features:**Written in versesEach line starts with a capital letterA 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 CommandsQuestionsExclamations **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 TenseFirst person pronounsFormal ToneOpinions as well as facts - Supported by evidenceTime conjunctions**Structural Features:**Sender and recipient's addressDate Opening Sentence - Why are you writing - Hook the reader. IntroductionsParagraphs - Each point/reason for writing, in one paragraph.Conclusion - Summarising main points and re-iteratingSign 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 tenseThird person pronounsTime adverbialsFactual information **Structural Features:**Opening statementParagraphs - Main events in a person's lifeMain 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 MineThen and NowRetrieval SIVSVIllness and MedicineKeeping CleanSummaryRVVRITitanicRising WaterSummaryEVIRV | **Weeks 3 and 4**Persuasive TextsShould Animals Be Kept In Zoos?InferenceRVSRPAmerican VoicesExodusExplanationVVIISMountainsRecord Breaking MountainsExplanationVIPRS | **Weeks 5 and 6**SpaceMars Achieved Vocabulary IERRIMagic and MysteryThe Inept MagicianRetrievalVIIVEAncient EgyptThe Great PyramidRetrievalIPVSP | **Week 7**WWIIEvacuee LetterVocabularyRIERPCrime and PunishmentThe Case Of The Silver SnakeVocabularyIPISE |
| Reading Spines / class read | Reading Spine - Complexity of Narrator Wonder by R.J Palacio |

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| Autumn 2Text - Wonder by R.J Palacio |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| Extended WritingGenre | 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?** |
| SpellingFocusTeaching | **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/PunctuationFocusTeaching | **Year 5 Grammar** Grammatical difference between plural and possessive –s Types of sentences and how to identify them: Statements CommandsQuestionsExclamations **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 tenseFirst person pronounsInformal ToneColloquial LanguageEmotive LanguageThought and feelingsOpinions as well as factsTime conjunctionsRhetorical QuestionsExaggeration**Structural Features:**Sender and recipient's addressDate Opening Sentence - Why are you writing - Hook the reader. IntroductionsParagraphs - Each point/reason for writing, in one paragraph.Conclusion - Summarising main points and re-iteratingSign 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 tenseFirst person pronounsInformal ToneColloquial LanguageEmotive LanguageThought and feelingsOpinions as well as factsTime conjunctions**Structural Features:**DateDear Diary,ParagraphsSign 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 TenseThird personFormal ToneAbstract Nouns - Truth, fairness, beliefModal Verbs - Could, must, can, will.Conjunctions for cause and effect - Even though, as a result, consequently, hence, therefore. **Structural Features:**Topic/TitleIntroductory Paragraph - GIve brief idea of both sides of the argument. Paragraphs - Each point supported by evidence and extra information. |
| Reading Comprehension2 week cycle | **Weeks 1 and 2**Eco-AwarenessCountingSummaryVRREINatural ResourcesSolar PowerSummaryVRRVRWWIIKindertransportRetrievalIPVIS | **Weeks 3 and 4**Crime and PunishmentThe Changing PoliceVocabularyISRREAnimalsOld FootInferenceRVVEPBrazilThe River TraderInferenceVEVRV | **Weeks 5 and 6**Greek MythsPerseusVocabularyIRISPCrime and PunishmentThe Case Of The Silver SnakeRetrievalEVIIEThe AndesThe AndesRetrievalESVIV | **Week 7**The Gift of the Magi Vocabulary RSIERChristmas Letter Sorting Machine Retrieval VIVEP |
| Reading Spines / class read | Reading Spine - Complexity of Narrator Wonder by R.J Palacio |

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| Spring 1Text - Skellig by David Almond |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| Extended WritingGenre | Skellig by David Almond**Genre - Playscript** | Skellig by David Almond**Genre - Historical Narrative/Myth** | Skellig by David Almond**Genre - Explanation Text - Gladiator Battle** |
| SpellingFocusTeaching | **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/PunctuationFocusTeaching | **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 bracketsCharacter direction **Structural Features:**Cast ListProps and Costume ListUse a narratorCharacter/Speakers name on the leftStructure 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 storyVerbs and adjectives to help the reader feel tension throughout the story.Adverbials Dialogue**Structural Features:**Opening - Set the sceneIntroduce CharactersBuild UpDilemmaResolutionEnding 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 CommandsQuestionsExclamations **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 OrderThird personPresent tenseCausal ConjunctionsTechnical VocabularyFormal Tone**Structural Features:**Opening statement to introduce the topicParagraphs organised around a series of eventsDiagrams |
| Reading Comprehension2 week cycle | **Weeks 1 and 2**WWIIThe Wexbridge CrierRetrievalSVEPVMagic and MysteryThe Stone PeopleRetrievalIVSSPRomani TalesNashin Yog PanumInferenceRVSRE | **Weeks 3 and 4**The Solar SystemThe Planets Vocabulary RSREPAnimalsEvelyn Cheesman: Escaping the WebExplanationVRRVSThe AndesThe Humble SpudExplanationIRVVI | **Weeks 5 and 6**AnimalsCanine Life SaversRetrievalVVEESAncient EgyptGods of Ancient EgyptVocabularyRPRSPLiving ThingsStages of Human LifeVocabularySRIRI |
| Reading Spines / class read | Reading Spine - Complexity of the plotSkellig by David Almond |

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| Spring 2Text - The Hunter By Paul Geraghty |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** |
| Extended WritingGenre | 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.**  |
| SpellingFocusTeaching | **Prefixes**Intermicro Auto sub | **Prefixes** underOut Oversuper | **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/PunctuationFocusTeaching | **Year 5 Grammar** Understand pronouns, verbs nouns, adjectivesNoun 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 tenseFirst person pronounsInformal ToneColloquial LanguageEmotive LanguageThought and feelingsOpinions as well as factsTime conjunctions**Structural Features:**DateDear Diary,ParagraphsSign 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 voiceAdvance the plotProvide information about time and place of the narrationBreak the monologue of the narratorUse flashback to present memories narration**Structural features:** New line, new speaker |
| Reading Comprehension2 week cycle | **Weeks 1 and 2**Eco-AwarenessFormal LetterInferenceREVRVSAmerican VoicesDiary of James MadisonInferenceEVRRPMagic and MysteryJin DragonborneVocabularyIRISPWorld War 1Amongst The PoppiesVocabularyIEIEI | **Weeks 3 and 4**Eco-AwarenessDear HumansRetrievalVISVEMountainsAn Interview With Shandi Ganjavian-ConnorRetrievalVIPESThe Solar SystemA Brief History of Human’s Understanding of the Solar SystemSummaryERVVRCornwallCornish FolkloreSummaryVVIVR | **Week 5**Ancient EgyptTomb RaiderRetrievalVSIPPBrazilBiomes of BrazilRetrievalVVVEP |
| Reading Spines / class read | Reading Spine - Complexity of the plotSkellig by David Almond |

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| Summer 1Text - Holes by Louis Sachar |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| Extended WritingGenre | Holes by Louis Sachar**Genre - Informal Letter home** | Holes by Louis Sachar**Genre - Character Description** |  | Holes by Louis Sachar**Genre - Instructions** |
| SpellingFocusTeaching | **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/PunctuationFocusTeaching | **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 tenseFirst person pronounsInformal ToneColloquial LanguageEmotive LanguageThought and feelingsOpinions as well as factsTime conjunctionsRhetorical QuestionsExaggeration**Structural Features:**Sender and recipient's addressDate Opening Sentence - Why are you writing - Hook the reader. IntroductionsParagraphs - Each point/reason for writing, in one paragraph.Conclusion - Summarising main points and re-iteratingSign 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 AdverbsTechnical VocabularyFormal Tone**Structural Features:**TitleSubheadingsOpening sentenceClear list of equipmentBullet Points - Method in simple stepsDiagramsClosing Statement  |
| Reading Comprehension2 week cycle | **Weeks 1 and 2**The Watch Fiction SATS 1 StarRabbit Girl Fiction SATS 1 StarNarratives Based on Famous PoemsThe ListenersRetrievalERPIPLiving ThingsLife Cycle Comparison Retrieval SVEVI | **Weeks 3 and 4**A Day at the Zoo Fiction SATS 1 StarThe Apple Fiction SATS 1 StarNarratives based on famous poemsThe Raven VocabularyIEREMountainsThe Beddgelert LegendVocabularyIPERS | **Weeks 5 and 6** The Swimming Pool Fiction SATS 1 StarThe Statue Fiction SATS 1 StarMagic and MysteryThe ContraptionInferenceVSRESDown the MinesInto the MineInferenceREVVP |
| Reading Spines / class read | Reading Spine - Non Linear Time Sequences - Holes by Louis Sachar |

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| Summer 2Text - Holes by Louis Sachar |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | Week 7  |
| Extended WritingGenre | Holes by Louis Sachar**Genre - Narrative** | Holes by Louis Sachar**Genre - Newspaper** | Holes by Louis Sachar**Genre - Advertisement for Juvenile** |
| SpellingFocusTeaching | **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/PunctuationFocusTeaching | **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 storyVerbs and adjectives to help the reader feel tensions throughout the story.Dialogue**Structural Features:**Opening - Set the sceneIntroduce CharactersBuild UpDilemmaResolutionEnding 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 - IntroductionDetails of main events in chronological OrderThird personPast tenseDirect and reported speechFormal ToneRhetorical Question **Structural Features:**Newspaper NameHeadlineSubtitleReporters NameIntroductory Paragraph - 5W’sPictures with captionsConclusion - 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 QuestionsExaggeration Powerful Adjectives**Structural Features:**Title or Slogan Introduction - Directly addressing the readerMain Body - Describes facilities and featuresBullet Points |
| Reading Comprehension2 week cycle | **Weeks 1 and 2**A Gift Fiction SATS 1 StarBack in Time Fiction SATS 1 StarMagic and MysteryTo Whoever Finds ThisPrediction VIRSENarratives Based on Famous PoemsDulce Et Decorum EstExplanationVIIRI | **Weeks 3 and 4**No Place Like Home Fiction SATS 1 StarSuperhero Fiction SATS 1 StarAmerican VoicesTime For TeaVocabularyIIIRPRomani TalesThe Princess And The Pani FolkSummaryIRVII | **Weeks 5 and 6**Blame Fiction SATS 1 StarClosing Down Fiction SATS 1 StarAncient EgyptHow To Make A MummySummaryIVEVERainforestsGliding Through The ForestInferenceVERSR | **Week 7**Juno Beach Fiction SATS 1 StarNarratives Based on Famous PoemsLucy GrayInferenceVRVES |
| Reading Spines / class read | Reading Spine - Non Linear Time SequencesHoles by Louis Sachar |