

Brackenwood Junior School

English

Long Term Plan

Y5

2023/24

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Autumn 1  Text – Oranges in No Man’s Land by Elizabeth Laid | | | | | | | | |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | | **Week 7** |
| Extended Writing  Genre | Oranges in No Man’s Land by Elizabeth Laird  **Genre – Journal/diary** | | Oranges in No Man’s Land by Elizabeth Laird  **Genre – Narrative** | | | Black History Text  Young, Gifted and Black  **Genre - Biography** | | |
| 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 – Journal/diary**  **Language Features:**  Past tense (with present tense at the end)  Time conjunctions  Adverbs  Parenthesis  First person  **Structural Features:**  Dear diary…  Paragraphs  Events in chronological order  Sign off | **Year 5 Grammar**  **Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It’s raining; I’m fed up)**  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 - Narrative**  **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**  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 |  |  |  |  |  |  | |  |
| Reading Spines / class read | Reading Spine - Complexity of Narrator  Oranges in No Man’s Land by Elizabeth Laird | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Autumn 2  Text - Wonder by R.J Palacio | | | | | | | | | |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | | **Week 8** |
| Extended Writing  Genre | MAT Health & Well-Being writing  Text – Marcus Rashford – You Are A Champion | | 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**  Write effectively for a range of purposes and audiences, selecting language that showed awareness of reader  In non-fiction writing, devices are used to structure writing and support the reader (e.g. headings, subheadings, bullet points)  Commas to clarify meaning or avoid ambiguity | **Genre Related Grammar - Instructions**  **Language Features**  Imperative verbs  Commands  Time conjunctions  Technical vocabulary  Chronological order  Formal tone  **Structural Features**  Title  Subheadings  Bullet points  Paragraphs  Equipment list | **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 |  |  |  |  |  |  |  | | |
| Reading Spines / class read | Reading Spine - Complexity of Narrator  Wonder by R.J Palacio | | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Spring 1  Text – Viking Boy by Tony Bradman | | | | | | | |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | |
| Extended Writing  Genre | Viking Boy by Tony Bradman  **Genre - Playscript** | | Viking Boy by Tony Bradman  **Genre - Historical Narrative/Myth** | | Viking Boy by Tony Bradman  **Genre - Explanation Text** | | |
| 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 – Viking 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 |  |  |  |  |  |  |  |
| Reading Spines / class read | Reading Spine - Complexity of the plot  Viking Boy by Tony Bradman | | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Spring 2 | | | | | |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** |
| Extended Writing  Genre | World Book Day  **Genre – Biography of favourite author** | | MAT Environment Writing  **Genre - Letter to local MP (palm oil)** | | |
| 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 - 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. | **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 | |
| Reading Comprehension |  |  |  |  |  |
| Reading Spines / class read | Reading Spine - Complexity of the plot  Holes by Louis Sachar | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 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** | **Genre - Character Description**  Holes by Louis Sachar  **Genre - Narrative** | | | |
| 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**  **Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It’s raining; I’m fed up)**  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 - Narrative**  **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 | |
| Reading Comprehension |  |  |  |  |  | |  |
| Reading Spines / class read | Reading Spine - Non Linear Time Sequences –  The Last Wild by Piers Torday | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Summer 2  Text – The Last Wild by Piers Torday | | | | | | | |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | |
| Extended Writing  Genre | MAT Diversity  Racism  Text – Brown Girl Dreaming by Jacqueline Woodson  **Genre - Poetry** | | The Last Wild by Piers Torday  **Genre – Newspaper** | | The Last Wild by Piers Torday  **Genre - Advertisement** | | |
| 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 | | |
| 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 - Poetry**  **Language Features:**  Figurative language  Alliteration  Imagery  Metaphor  Onomatopoeia  Personification  **Structural Features:**  Verses  Capital letters for each line  Comma at end of lines | **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 |  |  |  |  |  |  | |
| Reading Spines / class read | Reading Spine - Non Linear Time Sequences  The Last Wild by Piers Torday | | | | | | |