

Brackenwood Junior School

English

Long Term Plan

Y5

2023/24

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| Autumn 1Text – Oranges in No Man’s Land by Elizabeth Laid |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| Extended WritingGenre | 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 TextYoung, Gifted and Black**Genre - Biography** |
| 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 – Journal/diary****Language Features:**Past tense (with present tense at the end)Time conjunctionsAdverbsParenthesisFirst person**Structural Features:**Dear diary…ParagraphsEvents in chronological orderSign 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 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**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  |  |  |  |  |  |  |  |
| Reading Spines / class read | Reading Spine - Complexity of Narrator Oranges in No Man’s Land by Elizabeth Laird |

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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** | **Week 8** |
| Extended WritingGenre | MAT Health & Well-Being writingText – 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?** |
| 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** Write effectively for a range of purposes and audiences, selecting language that showed awareness of readerIn 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 verbsCommandsTime conjunctionsTechnical vocabularyChronological orderFormal tone**Structural Features**TitleSubheadingsBullet pointsParagraphsEquipment list | **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, belief Modal 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 Comprehension |  |  |  |  |  |  |  |
| Reading Spines / class read | Reading Spine - Complexity of Narrator Wonder by R.J Palacio |

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

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

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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** | **Genre - Character Description**Holes by Louis Sachar**Genre - Narrative** |
| 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** **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 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 |
| Reading Comprehension |  |  |  |  |  |  |
| Reading Spines / class read | Reading Spine - Non Linear Time Sequences – The Last Wild by Piers Torday |

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| Summer 2Text – The Last Wild by Piers Torday |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| Extended WritingGenre | MAT DiversityRacismText – Brown Girl Dreaming by Jacqueline Woodson**Genre - Poetry** | The Last Wild by Piers Torday**Genre – Newspaper** | The Last Wild by Piers Torday**Genre - Advertisement** |
| 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 |
| 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 - Poetry****Language Features:**Figurative languageAlliterationImageryMetaphorOnomatopoeiaPersonification**Structural Features:**VersesCapital letters for each lineComma 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 - 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 Comprehension |  |  |  |  |  |  |
| Reading Spines / class read | Reading Spine - Non Linear Time SequencesThe Last Wild by Piers Torday |