



Brackenwood Junior School

English

Long Term Plan

Y5

2022/23

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	Comparative/superlative (er, ier and est)	Plural – s, es, ies	Adding y	Homophones	Homonyms Homographs	Silent letters
Grammar/punctuation Focus Teaching	<p>Year 5 Grammar</p> <p>Expressing time, place and cause using:</p> <ul style="list-style-type: none"> - conjunctions (e.g. when, before, after, while, so, because) - adverbs (e.g. then, next, soon, therefore) <p>prepositions (e.g. before, after, during, in, because of)</p> <p>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)</p> <p>Use of the present perfect form of verbs instead of the simple past (e.g. he has gone out to play <i>instead of</i> he went out to play)</p> <p>Use of capital letters, full stops, questions marks and exclamation marks to demarcate sentences</p>	<p>Genre Related Grammar - Poetry</p> <p>Language Features: Alliteration Figurative language Similes Metaphors Personification Imagery Pattern Onomatopoeia Rhyme Rhythm Verse</p> <p>Structural Features: Written in verses Each line starts with a capital letter A comma at the end of each line</p>	<p>Year 5 Grammar</p> <p>Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes)</p> <p>Types of sentences and how to identify them: Statements Commands Questions Exclamations</p> <p>Indicating possibility using adverbs (e.g. perhaps) or modal verbs (e.g. might, should, will, must)</p> <p>Use of paragraphs to organise ideas around a theme</p>	<p>Genre Related Grammar - Letter</p> <p>Language Features: Present Tense First person pronouns Formal Tone Opinions as well as facts - Supported by evidence Time conjunctions</p> <p>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</p>	<p>Year 5 Grammar</p> <p>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)</p> <p>Linking ideas across paragraphs using adverbials or time, place or tense (e.g. later, nearby, he had seen her before)</p>	<p>Genre Related Grammar - Biography</p> <p>Language Features: Past tense Third person pronouns Time adverbials Factual information</p> <p>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.</p>	
Reading Comprehension	<p>Down the Mine Then and Now Retrieval SIVSV</p> <p>The Tudors Tudor Kings And Queens Retrieval SVVSS</p>	<p>Illness and Medicine Keeping Clean Summary RVVRI</p> <p>Titanic Rising Water Summary EVIRV</p>	<p>Persuasive Texts Should Animals Be Kept In Zoos? Inference RVSRP</p> <p>Sci-fi The Depths Inference RSRVV</p>	<p>American Voices Exodus Explanation VVIS</p> <p>Mountains Record Breaking Mountains Explanation VIPRS</p>	<p>Space Mars Achieved Vocabulary IERRI</p> <p>Space The ISS Vocabulary RRISS</p>	<p>Magic and Mystery The Inept Magician Retrieval VIIVE</p> <p>Ancient Egypt The Great Pyramid Retrieval IPVSP</p>	<p>WWII Evacuee Letter Vocabulary RIERP</p> <p>Crime and Punishment The Case Of The Silver Snake Vocabulary IPISE</p>
Reading Spines / class read	Reading Spine - Complexity of Narrator Wonder by R.J Palacio						

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 <i>instead of</i> 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 <u>had</u> 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	Eco-Awareness Counting Summary VRREI Natural Resources Solar Power Summary VRRVR	WWII Kindertransport Retrieval IPVIS The Movies Bollywood! Retrieval SVVVS	Living Things Life Cycle of a Flowering Plant Vocabulary SRISR Crime and Punishment The Changing Police Vocabulary ISRRE	Animals Old Foot Inference RVVEP Brazil The River Trader Inference VEVRV	Greek Myths Perseus Vocabulary IRISP Romani Tales Tuva And The Choon Gry Vocabulary RSIIE	Crime and Punishment The Case Of The Silver Snake Retrieval EVIIE The Andes The Andes Retrieval ESVIV	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						

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 not/ opposite of wrong/ opposite of undo/do opposite of	dis'- 'mis' – 'de' – 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 modal 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	WWII The Wexbridge Crier Retrieval SVEPV Magic and Mystery The Stone People Retrieval IVSSP	Ancient Greek Myths Icarus Inference SVRVR Romani Tales Nashin Yog Panum Inference RVSRE	The Solar System The Planets Vocabulary RSREP The Solar System High Fliers Vocabulary ERISE	Animals Evelyn Cheesman: Escaping the Web Explanation VRRVS The Andes The Humble Spud Explanation IRVVI	Living Things Life Cycle of an Amphibian Retrieval SVSEP 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					

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 <i>instead of</i> 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 <i>had</i> 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	Eco-Awareness Formal Letter Inference REVRVS Down the Mine A Victorian Mine Inference SRVVR American Voices Diary of James Madison Inference EVRRP	WWII Scarecrows Vocabulary IRRIE Magic and Mystery Jin Dragonborne Vocabulary IRISP World War 1 Amongst The Poppies Vocabulary IEIEI	Eco-Awareness Dear Humans Retrieval VISVE Narratives Based on Famous Poems The Highwayman Retrieval VVIEE Mountains An Interview With Shandi Ganjavian-Connor Retrieval VIPES	Living Things Growing Seeds Summary IVERR The Solar System A Brief History of Human's Understanding of the Solar System Summary ERVVR Cornwall Cornish Folklore Summary VVIVR	Ancient Egypt Tomb Raider Retrieval VSIPP Brazil Biomes of Brazil Retrieval VVVEP Trains Parts of a steam train Retrieval VSVIV
Reading Spines / class read	Reading Spine - Complexity of the plot Skellig by David Almond				

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	The Watch Fiction SATS 1 Star Rabbit Girl Fiction SATS 1 Star Narratives Based on Famous Poems The Listeners Retrieval ERPIP	Eco – Global Warming Little Things Retrieval IVISV Living Things Life Cycle Comparison Retrieval SVEVI World War 1 Treaty Of Versailles Retrieval VSVIS	A Day at the Zoo Fiction SATS 1 Star The Apple Fiction SATS 1 Star Eco-Awareness Dystopia Vocabulary RPIER	Narratives based on famous poems The Raven Vocabulary IERE Ancient Egypt Tutankha-whom? Vocabulary IRISE Mountains The Beddgelert Legend Vocabulary IPERS	The Swimming Pool Fiction SATS 1 Star The Statue Fiction SATS 1 Star Magic and Mystery The Contraption Inference VSRES	WWII The Water Tower Inference REVVP Down the Mines Into the Mine Inference REVVP The Movies Attack! Inference RRVVS
Reading Spines / class read	Reading Spine - Non Linear Time Sequences - Holes by Louis Sachar					

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 Build Up 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)	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	

				<p>Apostrophes to mark plural possession (e.g. the girl's name)</p> <p>Use of commas after fronted adverbials</p> <p>Brackets, dashes or commas to indicate parenthesis</p>			
Reading Comprehension	<p>A Gift Fiction SATS 1 Star</p> <p>Back in Time Fiction SATS 1 Star</p> <p>Magic and Mystery To Whoever Finds This Prediction VIRSE</p>	<p>Narratives Based on Famous Poems Dulce Et Decorum Est Explanation VIIRI</p> <p>Rainforests Lost! Explanation VIIRR</p> <p>Trains Super Trains Vocabulary RSRIR</p>	<p>No Place Like Home Fiction SATS 1 Star</p> <p>Superhero Fiction SATS 1 Star</p> <p>American Voices Time For Tea Vocabulary IIIRP</p>	<p>Traditional Greek Myths Theseus Summary RVIVR</p> <p>Romani Tales The Princess And The Pani Folk Summary IRVII</p> <p>Trains The Orient Express Summary VRRVR</p>	<p>Blame Fiction SATS 1 Star</p> <p>Closing Down Fiction SATS 1 Star</p> <p>Ancient Egypt How To Make A Mummy Summary IVEVE</p>	<p>Rainforests Gliding Through The Forest Inference VERSR</p> <p>Robots Time's Up Inference VVSRR</p> <p>World War 1 Life In The Trenches Inference RVVSR</p>	<p>Juno Beach Fiction SATS 1 Star</p> <p>New Baby Fiction SATS 1 Star</p> <p>Narratives Based on Famous Poems Lucy Gray Inference VRVES</p>
Reading Spines / class read	<p>Reading Spine - Non Linear Time Sequences Holes by Louis Sachar</p>						