



Staniland Academy Y5 Long Term Planning for English

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	The Vikings	Nature's Energy	The Maya	The Maya	Ancient Greece	Ancient Greece
Genres to be covered	Significant Author- Lewis Carrol Playscripts Instructions Visual Literacy - Cold Write	<ul style="list-style-type: none"> Film Narrative: The Windmill Farmer Poetry- Word Play, Rhyme- Jabberwocky Diary Entries 	<ul style="list-style-type: none"> Non-Chronological Report (Pandora/Avatar) Stories from Other Cultures (Rain Player) 	<ul style="list-style-type: none"> Balanced argument (rainforests) Performance Poetry (WBW - El Deafo) Explanations - making chocolate. 	<ul style="list-style-type: none"> Myths and Legend Newspaper Report based on Leo and the Gorgon's Curse 	<ul style="list-style-type: none"> Classic/Narrative Poetry - (Lady of Shallot) Persuasive Writing - I wanna new room Visual literacy - Cold write based on Autumn Term 1
Curriculum Writing opportunities (min. 3 per term)	<ul style="list-style-type: none"> Lindisfarne Diaries Double Page Non Chron based on Vikings Conclusion in science PSHE - Protecting the environment short burst 	<ul style="list-style-type: none"> Impact of renewable energy on environment. Reading Practise- Solar Panels work-explanation Rust investigation in science Worldviews - Short burst writing on 	<ul style="list-style-type: none"> Physical features linked to Americas - Non Chron Guide to the Planets 'In what ways does the Bible teach Christians to treat others? - reflection. 	<ul style="list-style-type: none"> Who was the most successful civilisation- Vikings and Maya? Persuasive Speech. Explanation - Sound travelling through materials Letter to Justin Welby Worldviews - explanation on migrations and to 	<ul style="list-style-type: none"> Summarising Alexander the Great. Archelogy sites. Short explanation of flower reproduction. 	<ul style="list-style-type: none"> Government systems - comparing. Letter- Agony Aunt linked to Periods in science Discussion linked to stereotyping.



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		identity, perceptions and beliefs		know about Ummah		
Resources (Texts/Visual Resources)	Alice and Wonderland - links to Science	Jabberwocky The Windmill Farmer	Link to Science- Pandora Discovered. Rain Player	How chocolate is made (video)	Lady of Shallot Greek Myths Who Let the Gods Out?	

Genre Coverage					
Fiction		Non-Fiction		Poetry	
Text Type	Date Covered	Text Type	Date Covered	Text Type	Date Covered
Playscripts	Autumn 1	Non-Chronological Report	Spring 1	Classic/ narrative poems	Autumn 2
Film Narrative	Autumn 2	Instructions	Autumn 1	Poetry - word play, rhyme	Autumn 1
Stories from other cultures	Spring 1 /2	Recounts	Autumn 2	Performance Poetry	Autumn 2
Novels and stories by a significant author	Autumn 1	Persuasive writing			



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Myths and Legends	Summer 1.	Explanation Text	Spring 2		
		Newspaper Reports			

Staniland Academy Year 5 Writing Curriculum Coverage Statements (Taken from NC)

Composition

Use a variety of sentence lengths, structures and subjects to provide clarity and emphasis

Use some features of sentence structure to build up detail or convey shades of meaning i.e including short phrases for suspense and impact e.g. Close. Closer. Closer still

Use devices to build cohesion between written paragraphs or verses e.g. secure use of pronouns, conjunctions.

Link ideas across paragraphs or verses using adverbials of time, place and number, prepositional phrases etc.

Use layout devices to structure non-fiction texts e.g. headings, subheadings, columns, bullets, tables and labelled diagrams.

Maintain a clear purpose across a range of writing with all features of chosen form used appropriately to maintain readers' interest.

Write narrative structures to include most elements e.g. introduction, build-up, main event, resolution, ending developing character and settings, including direct/reported speech, using similar adapt their own ideas.



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Independently select the appropriate features to include in their non-fiction writing.
Maintain a clear viewpoint and make clear choices about how to present writing.
Use poetic structures in a range of forms, including narrative and performance poetry.
Vocabulary
Use vocabulary for effect, with a reasonably wide range. Start to make vocabulary choices to reflect shades of meaning e.g. 'cutting edge', 'latest'.
Use a range of figurative language techniques e.g. Similes, Metaphors, Expanded Noun Phrases, Adjectives, Adverbs
Grammar and Punctuation
Punctuate sentences accurately with capital letters, full stops, question marks, exclamation marks, inverted commas and apostrophes.
Independently use relative clauses beginning with: who, which, where, when, whose and that, or with an implied (omitted) relative pronoun.
Indicate degrees of possibility using adverbs e.g. perhaps and surely or modal verbs e.g. might, should, will and must
Use modifiers to provide emphasis e.g. astonishing news becomes truly amazing news. USE THIS ONE SPRING 2 FOR FILM NARRATIVE
Select the appropriate tense for a range (see progression of previous years) of writing.
Use a range of punctuation to indicate parenthesis: brackets, commas, dashes
Use commas deliberately to clarify meaning and avoid ambiguity within sentences.
Use a hyphen to join a prefix to a word when appropriate. e.g. anti-clockwise.
Apply Standard or non-standard English to a wide range of texts, making appropriate choices.
Apply formal and informal language choices appropriate to the text.
Spelling
Segment more complex words with increasing accuracy, and apply spelling rules from Year 5/6: 'ce', 'cei', 'se', 'ough'
Apply in writing across a range of texts, words from the Year 5/6 Statutory word list (see English, Appendix 1) in every extended piece of writing.
Show awareness that morphology and the history of words, and relationships between them, can assist spelling
Write/apply in context, words with further prefixes e.g. <i>dis-</i> , <i>over-</i> , <i>de-</i> , <i>mis-</i> and <i>re-</i> .
Words with endings spelt <i>-ant</i> , <i>-ancy</i> , <i>-ance</i> , <i>-ent</i> , <i>-ence</i> , <i>-cious</i> , <i>-tious</i> , <i>-tial</i> and <i>-cial</i> .
Use further suffixes (e.g. <i>-able</i> , <i>-ceable</i> , <i>-ible</i> , <i>-ably</i> , <i>-ibly</i>), applying knowledge of root word endings. Add suffixes beginning with vowel letters to words ending in <i>-fer</i> , recognising when t doubled.
Use a hyphen to join a prefix to a word.
Use a thesaurus.
Write and spell homophones and other words that are often confused consistently.
Use apostrophes for possession and omission accurately for all singular and plural uses
Handwriting
Write legibly, fluently and with increasing speed.
Joined writing is legible.
Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.



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Choose the writing implement that is best suited for a task.

Write more complex sentences and sequences of sentences, dictated by the teacher using words and punctuation taught in Year 5

Staniland Academy Year 5 Reading Curriculum Coverage Statements (Taken from NC)

Word Reading

Effectively uses a range of reading strategies to appropriately access different types of text

Effectively uses a range of reading strategies to appropriately access different types of text

Applies knowledge of root words, prefixes and suffixes in understanding the meaning of new words

Learning a wider range of poetry by heart

Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Engagement with a range of texts

Read widely and frequently, outside as well as in school, for pleasure and information

Read and discusses a wide range of fiction, poetry, plays, non-fiction books, myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures

Decide on the quality and effectiveness of a text by skimming to gain an impression

Recommend books that they have read and give reasons for their choices

Explains and discusses understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

Literal understanding and information retrieval- Content Domain: 2a (Victor), 2b (Rex) and 2c (Sheba)

- Moves easily across a text in order to locate information to answer questions
- Accurately summarise the main and supporting ideas within specific chapters and paragraphs
- Recognise the key conventions used across particular text types
- Accurately identify the purpose of different texts

Distinguish between statements of fact and opinion

Retrieve, record and present information from non-fiction

Inferential Understanding- Content Domain 2c (Sheba), 2d (Iggy), 2e (Pip), 2f (Connie), 2h (Connie)



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- Themes identified and supported with evidence from the texts

Inferences are based on evidence from different points in the text and account for facts and opinions

Identifying and discussing themes and conventions in and across a wide range of writing

- Making comparisons within and across books

Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Predicting what might happen from details implied

Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

Provide reasoned justifications for views.

Authorial intent, authors' use of language and presentational features- Content Domains: 2a (Victor), 2g (Arlo)

- Awareness of writers' viewpoint

- Main organisational features identified; including those related to specific text forms

- Begin to use technical language to explain language features

- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding

- Identifying how language, structure, and presentation contribute to meaning

- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader