

Year 5 English Long Term Planning Overview

Reading:	
Word reading	<ul style="list-style-type: none"> •Most pupils will read the majority of words effortlessly and accurately, using phonic strategies to work out unfamiliar words. They will also read silently without difficulty. •Most pupils need no further direct teaching of word-reading skills. If pupils are struggling, they receive additional support to improve their word-reading skills. •Pupils will be taught to build on their previous knowledge of word structure (e.g. root words, prefixes and suffixes) to help them work out new words. •When reading with or to pupils, attention is paid to new vocabulary - both a word's meaning(s) and its correct pronunciation.
Comprehension	<ul style="list-style-type: none"> •A wide range of text types will be used with pupils, including fiction, non-fiction, poetry, plays, classic fiction from the past and books from other cultures. •Pupils will encounter increasingly complex texts in order to develop and practise comprehension skills. •They will be taught to identify and compare themes, summarise ideas and make sophisticated inferences and predictions. •They will begin to consider the structure and presentation of texts and authors' language choices. •As part of upper KS2 work, they will learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies. •Pupils will be introduced to the technical and other terms needed for discussing what they hear and read, such as <i>metaphor</i>, <i>simile</i>, <i>analogy</i>, <i>imagery</i>, <i>style</i> and <i>effect</i>. •Pupils will receive guidance about and feedback on the quality of their explanations and contributions to discussions. •Pupils will be shown how to compare characters, settings, themes and other aspects of what they read.
Writing:	
Transcription	<ul style="list-style-type: none"> •Pupils will learn an increasing range of spelling rules and guidelines and practise a wider range of tricky words (e.g. those with <i>silent letters</i>, <i>easily confused homophones</i> and words containing the 'ough' letter string). •Pupils will develop their dictionary skills, using them to check spellings, and will use a thesaurus to support their vocabulary work. •Pupils continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology (how words are 'made up') and etymology (the history of words) to spell correctly. •Pupils continue to practise handwriting and are encouraged to increase the speed. They are clear about what standard of handwriting is appropriate for a task.
Composition	<ul style="list-style-type: none"> •Pupils are taught to use a range of cohesive devices and links between sentences and paragraphs.

- They will learn how to write dialogue and convey settings, characters and atmosphere effectively.
- Pupils will be taught to use a wider range of structural and organisational devices in non-fiction writing.
- Pupils will be encouraged to make more sophisticated grammar choices (e.g. using *expanded noun phrases* to convey information concisely).
- They will be introduced to relative clauses beginning with *who, which, where, why, whose* or *that*.
- They will be taught to use an increasing range of punctuation, including brackets, dashes, hyphens and commas.

Expected outcomes by the end of Year 5:

Outcomes – pupils can:

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| <ul style="list-style-type: none"> • plan and write a story opening with impact • describe settings • use spelling knowledge • write a paragraph of text • use modal verbs and adverbs • select words to create atmosphere • identify figurative language • use powerful words • spell words with '-ible', '-able' • formulate opinions about stories they have read • write own adaptation of a legend • create nouns from adjectives using suffixes • explain how hyphens can affect meaning • plan and write a story modelled on one read and can read it with expression • compare different versions of the same story • learn a verse of a classic poem by heart • describe the features of a narrative poem | <ul style="list-style-type: none"> • share findings through an oral presentation • discuss the meaning of a traditional story from another culture • write sentences with relative clauses correctly punctuated with commas • discuss the cultural background to a story • use commas to clarify meaning • use brackets to separate a parenthesis • read and spell words with '-ough' • discuss the motivation and feelings of characters • argue an opinion, justifying ideas • participate in a dramatised reading of a playscript • write a clear newspaper report • use a range of techniques to ensure a final piece of work is without grammatical errors • appreciate the craft of the haiku • write a haiku, using the right rhythm and the best words | <ul style="list-style-type: none"> • use a colon to introduce a list and punctuate bullet points • write a persuasive letter • use a flow chart to plan instructions • use language for effect on a reader • confidently spell a range of words that end with the sound /shus/ • discuss the theme of a story • write a playscript • use evidence from a story to support opinions • identify words with Greek origins and use their meanings • identify rhythm and language in a poem • check the meaning of words in a dictionary using the third letter • make notes on, and compare, non-fiction • write non-fiction using organisational features • distinguish between, and spell, a range of |
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<ul style="list-style-type: none"> •write a verse for a narrative poem •engage with a story by asking pertinent questions •identify language change over time and features of accent and dialect •locate relative clauses in texts, write them and correctly punctuate them •write an explanation text •debate issues raised by a story •write a character profile of a character in a story •identify subject-verb agreement •write a report text in the style of a newspaper •turn nouns and adjectives into verbs •spell /ee/ with an 'ei' after 'c' spelling •write a new version of a story, retaining the same theme •identify the key events in a plot •read a poem rhythmically •write a poem with distinct rhythm 	<ul style="list-style-type: none"> •discuss what makes a good opening •give examples of techniques that create impact in an opening •predict and use inference •use modal verbs and prefixes •understand the issues outlined in a text •participate in a group discussion •write a persuasive text readily distinguish between fact and opinion •identify powerful language and discuss what give it impact •write an adventure story •compare two books by the same author •identify noun phrases •write a story in a diary format •identify and compare the themes of stories •identify devices used to create effect in a poem •write poems that convey an image, feeling or sound 	<p>homophones</p> <ul style="list-style-type: none"> •plan and write a non-chronological report •spell a range of words with silent letters •use a story as a model for their own •use language to create effect, including dialogue •express an opinion supported with evidence •write consistently in the same person, maintaining correct tense and subject- verb agreement support and present an opinion •take part in a class debate •spell a greater range of words ending in '-ant' and '-ent' •learn a poem by heart and explore its meaning •use a poem as a model for their own •spell a greater range of words ending in '-ssion'
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