



English Curriculum

Long Term Plan 2023-2024

Year 5

Year 5						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History/Geography Question	Why are rivers important? (Geography)	Were the Vikings always victorious and vicious? (History)	Why is the Antarctic so cool? (Geography)	Why were the Norman castles certainly not bouncy? (History)	Who were the early law makers? (History)	Why is Brazil so colourful? (Geography)
Text/Book/Poem	The Wind in the Willows - The River Bank	Odd and the Frost Giants Norse Myths and Legends (Multiple Versions)	Shackleton's Journey Antarctica	Invasion	Outlaw - Michael Morpurgo	Where we once stood - science link space
Genres	Narrative Letter	Recount Diary Narrative	Poetry Non-Chron	Recount - diary Newspaper Poetry	Newspaper Persuasive letter	Descriptive Narrative Non-Chron Newspaper
Class Story	The Wind in the Willows (Further Stories)	How to Train Your Dragon - Casandra Cowell Dragons - Terry Pratchett		Invasion - June Crebbin The BFG - Roald Dahl	Outlaw - Michael Morpurgo	Tom's Midnight Garden - Phillipa Pearce Stig of the Dump - Clive King
Reading Skills	<p>I can re-read and read ahead to check for meaning</p> <p>I can make connections between other similar texts, prior knowledge and experience</p> <p>I can present a personal point of view based on what has been read</p> <p>I can identify significant ideas, events and characters</p>	<p>I can learn poems by heart, for example, narrative verse, haiku</p> <p>I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words</p>	<p>I can attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words</p> <p>I can identify and comment on writer's use of language for effect. For example, precisely chosen adjectives, similes and personification</p> <p>I can summarise the main ideas drawn from a text</p>	<p>I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>I can present the author's viewpoint of a text</p> <p>I can read non-fiction texts and identify purpose and structures and grammatical features and evaluate how effective they are</p>	<p>I can explain a personal point of view and give reasons and listen to others' personal point of view</p> <p>I can identify grammatical features used by writer - rhetorical questions, varied sentence lengths, varied sentence starters, empty words - to impact on the reader</p> <p>Further opportunities to develop:</p>	<p>Further opportunities to develop:</p> <p>I can make connections between other similar texts, prior knowledge and experience</p> <p>I can present a personal point of view based on what has been read</p> <p>I can identify significant ideas, events and characters and discuss their significance</p>



English Curriculum

Long Term Plan 2023-2024

Year 5

	<p>and discuss their significance</p> <p>I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions</p> <p>I can justify inferences with evidence from the text</p> <p>I can make predictions from what has been read</p>	<p>I can use meaning-seeking strategies to explore the meaning of words in context</p> <p>I can use knowledge of structure of text type to find key information</p> <p>I can use meaning - seeking strategies to explore the meaning of idiomatic and figurative language</p> <p>I can present an oral overview or summary of a text</p> <p>I can use text marking to identify key information in a text and make notes from text marking</p> <p>I can summarise the main ideas drawn from a text</p> <p>Further opportunities to develop:</p> <p>I can make connections between other similar texts, prior knowledge and experience</p> <p>I can present a personal point of view</p>	<p>I can identify how language, structure and presentation contribute to the meaning of a text</p> <p>I can identify the effect of the context on a text. For example, historical or other cultures</p> <p>I can present a personal point of view based on what has been read</p> <p>I can listen to and build on others' ideas and opinions about a text</p> <p>Further opportunities to develop:</p> <p>I can use meaning-seeking strategies to explore the meaning of words in context</p> <p>I can use meaning - seeking strategies to explore the meaning of idiomatic and figurative language</p> <p>I can present an oral overview or summary of a text</p>	<p>I know the difference between fact and opinion</p> <p>Further opportunities to develop:</p> <p>I can use text marking to identify key information in a text and make notes from text marking</p> <p>I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions</p> <p>I can justify inferences with evidence from the text</p> <p>I can summarise the main ideas drawn from a text</p> <p>I can learn poems by heart, for example, narrative verse, haiku</p> <p>I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action</p>	<p>I can present a personal point of view based on what has been read</p> <p>I can identify significant ideas , events and characters and discuss their significance</p> <p>I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions</p> <p>I can justify inferences with evidence from the text</p> <p>I can make predictions from what has been read</p> <p>I can use meaning-seeking strategies to explore the meaning of words in context</p> <p>I can use meaning - seeking strategies to explore the meaning of idiomatic and figurative language</p> <p>I can identify and comment on writer's</p>	<p>I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions</p> <p>I can justify inferences with evidence from the text</p> <p>I can make predictions from what has been read</p> <p>I can summarise the main ideas drawn from a text</p> <p>I can identify and comment on writer's use of language for effect. For example, precisely chosen adjectives, similes and personification</p> <p>I can identify the effect of the context on a text. For example, historical or other cultures</p> <p>I can present a personal point of view based on what has been read</p>
--	--	--	--	--	--	---



English Curriculum

Long Term Plan 2023-2024

Year 5

		based on what has been read	<p>I can use text marking to identify key information in a text and make notes from text marking</p> <p>I can summarise the main ideas drawn from a text</p> <p>I can make connections between other similar texts, prior knowledge and experience</p>		<p>use of language for effect. For example, precisely chosen adjectives, similes and personification</p> <p>I can summarise the main ideas drawn from a text</p> <p>I can identify how language, structure and presentation contribute to the meaning of a text</p>	<p>I can listen to and build on others' ideas and opinions about a text</p> <p>I can present the author's viewpoint of a text</p> <p>I know the difference between fact and opinion</p> <p>I can explain a personal point of view and give reasons and listen to others' personal point of view</p> <p>I can identify grammatical features used by writer - rhetorical questions, varied sentence lengths, varied sentence starters, empty words - to impact on the reader</p>
Writing Composition	<p>I can discuss the audience for and purpose of the writing.</p> <p>In narratives, I can describe settings and develop characters through action and dialogue.</p>	<p>I can discuss the audience for and purpose of the writing.</p> <p>In narratives, I can describe settings and develop characters through action and dialogue.</p>	<p>I can discuss the audience for and purpose of the writing.</p> <p>I can use organisational and presentational devices to structure text and to guide the reader.</p>	<p>I can discuss the audience for and purpose of the writing beginning to select appropriate form and using other similar writing as models for our own.</p> <p>I can use organisational and presentational</p>	<p>I can discuss the audience for and purpose of the writing beginning to select appropriate form and using other similar writing as models for our own.</p> <p>I can use organisational and presentational</p>	<p>I can discuss the audience for and purpose of the writing beginning to select appropriate form and using other similar writing as models for our own.</p> <p>I can use organisational and presentational</p>



English Curriculum

Long Term Plan 2023-2024

Year 5

	<p>I can use the correct features and sentence structure matched to the text type we are working on.</p> <p>I can assess the effectiveness of my own and others' writing.</p> <p>I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>I can ensure the consistent and correct use of tense.</p> <p>I can ensure that the consistent and correct use of subject and verb agreement when using singular and plural.</p> <p>I can perform my own composition using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>I can use the correct features and sentence structure matched to the text type we are working on.</p> <p>I can assess the effectiveness of my own and others' writing.</p> <p>I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>I can ensure the consistent and correct use of tense.</p> <p>I can ensure that the consistent and correct use of subject and verb agreement when using singular and plural.</p> <p>I can perform my own composition using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>I can use the correct features and sentence structure matched to the text type we are working on.</p> <p>I can assess the effectiveness of my own and others' writing.</p> <p>I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>I can ensure the consistent and correct use of tense.</p> <p>I can ensure that the consistent and correct use of subject and verb agreement when using singular and plural.</p> <p>I can perform my own composition using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>devices to structure text and to guide the reader.</p> <p>I can use the correct features and sentence structure matched to the text type we are working on.</p> <p>I can assess the effectiveness of my own and others' writing.</p> <p>I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>I can ensure the consistent and correct use of tense.</p> <p>I can ensure that the consistent and correct use of subject and verb agreement when using singular and plural.</p> <p>I can perform my own composition using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>devices to structure text and to guide the reader.</p> <p>I can use the correct features and sentence structure matched to the text type we are working on.</p> <p>I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>I can assess the effectiveness of my own and others' writing.</p> <p>I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>I can ensure the consistent and correct use of tense.</p> <p>I can ensure that the consistent and correct use of subject and verb agreement when using singular and plural.</p>	<p>devices to structure text and to guide the reader.</p> <p>In narratives, I can describe settings and develop characters through action and dialogue.</p> <p>I can use the correct features and sentence structure matched to the text type we are working on.</p> <p>I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>I can assess the effectiveness of my own and others' writing.</p> <p>I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>I can ensure the consistent and correct use of tense.</p>
--	--	--	--	--	---	---



English Curriculum

Long Term Plan 2023-2024

Year 5

					<p>I can perform my own composition using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>I can ensure that the consistent and correct use of subject and verb agreement when using singular and plural.</p> <p>I can perform my own composition using appropriate intonation, volume and movement so that meaning is clear.</p>
Sentence Structure	<p>I can use relative clauses. (who, which, where, why, whose, that)</p> <p>I can start sentences in different ways.</p>	<p>I can use relative clauses. (who, which, where, why, whose, that)</p> <p>I can start sentences in different ways.</p>	<p>I can use relative clauses. (who, which, where, why, whose, that)</p> <p>I can use adverbs or modal verbs to indicate a degree of possibility.</p> <p>I can start sentences in different ways.</p> <p>I can use figurative language to create effects in writing e.g. simile, metaphor and personification.</p>	<p>I can use relative clauses. (who, which, where, why, whose, that)</p> <p>I can use adverbs or modal verbs to indicate a degree of possibility.</p> <p>I can start sentences in different ways.</p> <p>I can use figurative language to create effects in writing e.g. simile, metaphor and personification.</p>	<p>I can use relative clauses. (who, which, where, why, whose, that)</p> <p>I can use adverbs or modal verbs to indicate a degree of possibility.</p> <p>I can start sentences in different ways.</p>	<p>I can use relative clauses. (who, which, where, why, whose, that)</p> <p>I can use adverbs or modal verbs to indicate a degree of possibility.</p> <p>I can start sentences in different ways.</p> <p>I can use figurative language to create effects in writing e.g. simile, metaphor and personification.</p>
Text Structure	<p>I can organise my writing into paragraphs to show different information or events.</p>	<p>I can organise my writing into paragraphs to show different information or events.</p> <p>I can link ideas across paragraphs using</p>	<p>I can organise my writing into paragraphs to show different information or events.</p> <p>I can build cohesion within a paragraph (e.g.</p>	<p>I can organise my writing into paragraphs to show different information or events.</p>	<p>I can organise my writing into paragraphs to show different information or events.</p>	<p>I can organise my writing into paragraphs to show different information or events.</p>



English Curriculum

Long Term Plan 2023-2024

Year 5

		adverbials of time and place.	first, then, after that, this) I can link ideas across paragraphs using adverbials of time and place.	I can build cohesion within a paragraph (e.g. first, then, after that, this) I can link ideas across paragraphs using adverbials of time, place, numbers and tense choice.	I can build cohesion within a paragraph (e.g. first, then, after that, this) I can link ideas across paragraphs using adverbials of time, place, numbers and tense choice.	I can build cohesion within a paragraph (e.g. first, then, after that, this) I can link ideas across paragraphs using adverbials of time, place, numbers and tense choice.
Punctuation	I can use commas to clarify meaning or avoid ambiguity.	I can use commas to clarify meaning or avoid ambiguity.	I can use commas to clarify meaning or avoid ambiguity. I can use brackets and commas to indicate parenthesis.	I can use commas to clarify meaning or avoid ambiguity. I can use brackets and commas to indicate parenthesis.	I can use commas to clarify meaning or avoid ambiguity. I can use brackets, dashes and commas to indicate parenthesis.	I can use commas to clarify meaning or avoid ambiguity. I can use brackets, dashes and commas to indicate parenthesis.

Spelling *Taught throughout the year including RWI Spelling*	<ul style="list-style-type: none"> - Spell some words with 'silent' letters - Continue to distinguish between homophones and other words which are often confused - Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in the Year 5 and 6 word list. - Use further prefixes and suffixes and understand the guidance for adding them (Form verbs with prefixes dis- de- mis- over- re- and convert nouns or adjectives into verbs by adding a suffix -ate, -ise, -fy.) - Use dictionaries to check the spelling and meaning of words - Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary - Use a thesaurus
Handwriting *Taught additionally but expected to be applied during lessons*	<p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> - Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters - Choosing the writing implement that is best suited for a task