

# ENGLISH

## Long Term Plan

### Year Five



#### Reading Milestones

#### Breadth of Study (KS2)

- Read and listen to a wide range of styles of text, including fairy stories, myths and legends.
- Listen to and discuss a wide range of texts.
- Learn poetry by heart.
- Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures.
- Take part in conversations about books.
- Learn a wide range of poetry by heart.
- Use the school and community libraries.
- Look at classification systems.
- Look at books with a different alphabet to English.
- Read and listen to whole books.

#### *Read words accurately*

- Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet
- Read age-appropriate books with confidence and fluency (including whole novels)
- To attempt pronunciation of unfamiliar words drawing on prior knowledge of similar words

#### *Understand texts*

- Recommend books to peers, giving reasons for choices.
- Identify and discuss themes and conventions in and across a wide range of reading.
- Make comparisons within and across books.
- Learn a wide range of poetry by heart.
- Prepare 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.
- Check that the book makes sense, discussing understanding and exploring the meaning of words in context.
- Ask questions to improve understanding.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Predict what might happen from details stated and implied.
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- Identify how language, structure and presentation contribute to meaning.
- Discuss and evaluate how authors use language, including figurative language, considering the impact of the reader.
- Retrieve and record information from non-fiction.
- Participate in discussion about books, building on their own and others' ideas and challenging views courteously
- Distinguish between statements of fact and opinion.
- Provide reasoned justifications for views.

### Extra

- Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non fiction and reference books or textbooks
- Read books that are structured in different ways and read for a range of purposes
- Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literacy heritage, and books from other cultures and traditions
- Use dictionaries to check the meaning of words that they have read
- Explain and discuss their understanding of what they have read, including through formal presentations and debates

## Writing Milestones (Milestones in red are *non-negotiable*)

### Breadth of Study (KS2)

- Narrative:
  - o Write stories set in places pupils have been.
  - o Write stories that contain mythical, legendary or historical characters or events.
  - o Write stories of adventure.
  - o Write stories of mystery and suspense.
  - o Write letters.
  - o Write plays.
  - o Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.
- Non-fiction:
  - o Write instructions.
  - o Write recounts.
  - o Write persuasively.
  - o Write explanations.
  - o Write non-chronological reports.
  - o Write biographies.
  - o Write in a journalistic style.
  - o Write arguments.
  - o Write formally.
- Poetry:
  - o Learn by heart and perform a significant poem.
  - o Write a haiku.
  - o Write a cinquain.
  - o Write poems that convey and image (simile, word play, rhyme and metaphor).

### Spell correctly

- Use verb prefixes appropriately e.g. *dis-*, *de-*, *mis-*, *over-*, *re-*.
- Spell some words with silent letters (knight, psalm and solemn).
- Distinguish between homophones and other words that are often confused.
- Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically.
- Use dictionaries to check spelling and meaning of words.

	<ul style="list-style-type: none"> <li>- Use the first three or four letters of a words to look up the meaning or spelling of words in a dictionary.</li> <li>- Use a thesaurus.</li> <li>- Spell the vast majority of words correctly.</li> <li>- Convert nouns or adjectives into verbs using suffixes e.g. -ate, -ise, -ify.</li> </ul>
Punctuate accurately	<ul style="list-style-type: none"> <li>- Develop understanding of writing concepts by: <ul style="list-style-type: none"> <li>o Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. (use to express wishes, hopes, demands or suggestions e.g. I wish I were able to fly, If I were you . . .)</li> <li>o Using passive verbs to affect the presentation of information in a sentence.</li> <li>o Using the perfect form of verbs to mark relationships of time and cause.</li> <li>o Using expanded noun phrases to convey complicated information concisely.</li> <li>o Using modal verbs or adverbs to indicate degrees of possibility.</li> <li>o Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</li> </ul> </li> <li>- Indicate grammatical and other features by: <ul style="list-style-type: none"> <li>o Using commas to clarify meaning or avoid ambiguity in writing.</li> <li>o Using hyphens to avoid ambiguity.</li> <li>o Using brackets, dashes or commas to mark boundaries between independent clauses.</li> <li>o Using a colon to introduce a list.</li> <li>o Punctuating bullet points consistently.</li> </ul> </li> </ul>
Use sentences appropriately	<ul style="list-style-type: none"> <li>- Write sentences that include: <ul style="list-style-type: none"> <li>o Relative clauses</li> <li>o Modal verbs</li> <li>o Relative pronouns</li> <li>o Brackets</li> <li>o Parenthesis</li> <li>o Hyphens, colons and semi colons</li> </ul> </li> </ul>
Write with purpose	<ul style="list-style-type: none"> <li>- Identify the audience for writing</li> <li>- Choose the appropriate form of writing using the main features identified in reading</li> <li>- Note, develop and research ideas.</li> <li>- Plan, draft, write, edit and improve.</li> </ul>
Use imaginative description	<ul style="list-style-type: none"> <li>- Use the techniques that authors use to create characters, settings and plots.</li> <li>- Create vivid images by using alliteration, similes, metaphors and personification.</li> </ul>
Organise writing appropriately	<ul style="list-style-type: none"> <li>- Guide the reader by using a range of organisational devices, including a range of conjunctions.</li> <li>- Choose effective grammar and punctuation.</li> <li>- Ensure correct use of tenses throughout a piece of writing.</li> </ul>
Use paragraphs	<ul style="list-style-type: none"> <li>- Write paragraphs that give the reader a sense of clarity.</li> <li>- Write paragraphs that make sense if read alone.</li> </ul>

	<ul style="list-style-type: none"> <li>- Write cohesively at length using devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) and linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby), and number (secondly), or tense choices (e.g. he had seen her before).</li> </ul>
Analyse writing	<ul style="list-style-type: none"> <li>- Use and understand grammatical terminology in discussing writing and reading:               <ul style="list-style-type: none"> <li>o Relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity.</li> </ul> </li> </ul>
Present writing	<ul style="list-style-type: none"> <li>- Perform compositions using appropriate intonation and volume.</li> </ul>
Present neatly	<ul style="list-style-type: none"> <li>- Write fluently and legibly with personal style.</li> </ul>

Term 1 - Journey		Term 2 - Magnificent Monkeys	
Reading	Writing	Reading	Writing
Journey (Aaron Becker)	Adventure Narrative (Dialogue)	Cloud Tea Monkeys (Mall Peet and Elspeth Graham)	Explanation
Brightstorm (Vashti Hardy)	Descriptive Letter	Mad about Monkeys (Owen Davey)	Non-Chronological Report
	Character description (figurative language)	Extreme Earth (twinkl)	Renga Poem
Book Family: Quest (Aaron Becker) Return (Aaron Becker) Class Novel: Brightstorm		Book Family: Crazy about Cats (Owen Davy) Class Novel: Brightstorm continued	
Term 3 - Top Secret!		Term 4 - Heroes & Legends	
Reading	Writing	Reading	Writing
Stormbreaker (Anthony Horowitz)	Narrative -Character -Suspense -Action	Rescue (David Long)	Informative leaflet
		Beowulf (Michael Morpurgo)	Legendary Characters Story
Book Family: Stormbreaker Graphic Novel. Alex Rider: The Gadgets Sherlock Holmes Graphic Novel.		Book Family: Survivor (David Long) Class Novel:	

Class Novel: Arctic Star (Tom Palmer)		Percy Jackson and the Lightning Thief (Rick Riordan)	
Term 5 - Classic Tales		Term 6 - Into the Unknown	
Reading	Writing	Reading	Writing
The Highwayman (Alfred Noyes)	Narrative Poetry	Holes (Louis Sachar)	Formal/Informal Letter (Persuasion) (Comparison)
Grimm Tales (Phillip Pullman)	Story from an alternative viewpoint	The Girl who Lost a Leopard (Nizrana Farook)	Newspaper Article
Book Family: The Jabberwocky (Narrative Poem) Class Novel: Alice in Wonderland (C.S.Lewis)		Book Family:  Class Novel: The Book of Legends (Lenny Henry)	