

Holy Cross Catholic School



English Long Term Plan Year 5 2021 - 2022

| | Autumn 1 st 7 weeks 4 days | | Autumn 2 nd 8 weeks 2 days | | Spring 1 st 6 weeks | | Spring 2 nd 7 weeks | | | Summer 1 st 5 weeks | | Summer 2 nd 5 weeks | |
|---------------|--|--------------------------|---|--|---|--|--|---|---|--|--|---|-------------------------------------|
| Topic | Ancient Egypt | | Humans/UK | | Ancient Benin | | Living Things – What are they? | | | The Victorians | | | |
| | Poetry 2 weeks | Fiction 5 weeks | Non Fiction 4 weeks | Fiction 4 weeks | Non Fiction 4 weeks | Fiction 2 weeks | Fiction 2 weeks | Non Fiction 3 weeks | Fiction 2 Weeks | Fiction 2 weeks | Non Fiction 3 weeks | Fiction 4 weeks | Poetry 1 week |
| Genre | Poetry | Portal Story | Recount | Friendship Story | Non Chronological report | Conquering the Monster Story | | Persuasive | Warning Tale | | Explanation | Imagination Story – Sequel | Poetry |
| Form | Limerick | Story Focus: Description | Newspaper report | Video | Historical | Story Focus: Opening and endings | | Advert | Story Focus: Dialogue | | Non Fiction Book (one feature) | Video | Free Verse |
| Texts | From 'The Works' | The Time-slip Scarab | The Witches Witches turned into mice | Lily and the Snowman (Literacy Shed) | Linked to Ancient Benin Osanobua/Olokun /Obiemven Teacher text. | Ancient Benin Teacher text | | Alex Rider Gadgets Pie Corbett | The Caravan - Pie Corbett | | Marvellous Machines (teacher pleaser) Pie Corbett | Taking Flight (Literacy Shed) | Rachel Rooney Or Benjamin Zephaniah |
| Grammar focus | Revise word classes | Expanded noun phrases | Modal verbs Punctuation Revision, use of comma) | Adverbs Punctuation (bracket, dash or comma to add parenthesis) | Modal verbs Parenthesis Punctuating bullet points | Relative clauses | Adverbs Punctuation (bracket, dash or comma to add parenthesis) | Cohesion within paragraph Dashes | Dialogue perfect form of verbs to mark relationships of time and cause | | Adverbials of time | Consolidation and application of all grammar objectives based on ongoing assessments. | |
| Spelling | Plurals (adding '-s', '-es' and '-ies') Apostrophe for contraction and possession Rare GPCs Words with 'silent' letters Morphology/ Etymology Word endings Words with the letter string '-ough' Words ending in '-able' and '-ible' Homophones Use of the hyphen (co-ordinate, co-operate) Use of a dictionary to support teaching of word roots, Derivations and spelling patterns Learn words from the Years 5 and 6 word list. | | | | Apostrophe for possession Rare GPCs Words with the /i:/ sound spelt 'ei' after 'c' Morphology/ Etymology Word endings Words ending in '-ably' and '-ibly' Revise words ending in '-able' and '-ible' Homophones Use a dictionary to create collections of words with common roots Learn words from the Years 5 and 6 word list. | | | | | Homophones Suffixes Teach use of dictionary to check words, referring to the first three or four letters Teach morphemic and etymological strategies to be used when learning specific words Learn words from the Years 5 and 6 word list. | | | |

Holy Cross Catholic School



English Long Term Plan Year 5 2021 - 2022

| Proof Reading | Correct use of full stops ensuring no comma slicing | Suffixes | Commas to separate clauses in reported speech | Prefixes | Paragraphing | Y5/6 words (any that are used) | Commas to separate clauses | Y5/6 words (any that are used) | Commas to embed clauses (parenthesis) | Y5/6 words (any that are used) | Consolidate the year's foci |
|------------------------|---|--|--|--|--|--|----------------------------|--------------------------------|---------------------------------------|--------------------------------|-----------------------------|
| Shared/ Guided Reading | 1 and 2 – Assessments 3 and 4 - Wider decoding strategies 5 and 6 - Effect of punctuation and use of pronouns 7 and 8 - Working memory using visualisation | 1 and 2 - Inference (character feelings) cont'd 3 and 4 - Asking questions and wondering (linking to prediction) 5 and 6 - Vocabulary 7 and 8 - Inference (character thoughts) | 1 and 2 - Skimming and scanning 3 and 4 -Summarising 5 and 6 - Reading with stamina with Vocabulary clarification | 1 and 2 - Inference (character motives from actions) 3 and 4 - Linking words (conjunctions) 5 and 6 - Background knowledge 7 - Writer's choice of words | 1 - Writer's choice of words (cont.) 2 and 3 -Theme 4 and 5 - Find, record and present information | 1 and 2 - Assessment 2 and 3 Inferring to give the gist 4 and 5 - Make comparisons within and across books | | | | | |
| Class Book | <p>The Midnight Fox – Betsey Byars</p> <p>The Clockwork Crow – Catherine Fisher</p> <p>Secrets of a Sun King – Emma Carroll</p> <p>Harry Potter – J.K Rowling</p> <p>The Witches – Roald Dahl</p> <p>Non-fiction books linked to the topic A range of poems from Pie Corbett's Poetry Spine</p> | <p>Farther – Graham Baker-Smith</p> <p>Coraline – Neil Gaiman</p> <p>The Miracle on Ebenezer Street – Catherine Doyle</p> <p>Tinsel: The Girls Who Invented Christmas – Sibeal Pounder</p> <p>The Night I met Father Christmas – Ben Miller</p> <p>The Land of Roar – Jenny McLachlan</p> <p>The girl who saved Christmas – Matt Haig</p> <p>Non-fiction books linked to the topic A range of poems from Pie Corbett's Poetry Spine</p> | <p>Floodland – Marcus Sedgewick</p> <p>Varjak Paw – S Said</p> <p>Wolf Brother – Michelle Paver</p> <p>Skeleton Keys – Guy Bass</p> <p>The Infinite Lives of Maisie Day – Christopher Reed</p> <p>Non-fiction books linked to the topic A range of poems from Pie Corbett's Poetry Spine</p> | <p>Sky Song – Abi Elphinstone</p> <p>The Explorer or Rooftoppers – Katherine Rundell</p> <p>Kays Anatomy – Adam Kay</p> <p>Toto – Michael Morpurgo</p> <p>The Nowhere Emporium – Ross Mackenzie</p> <p>The Last Bear – Hannah Gold</p> <p>Non-fiction books linked to the topic A range of poems from Pie Corbett's Poetry Spine</p> | <p>Moondial by Helen Cresswell</p> <p>Tom's Midnight Garden – Philippa Pearce</p> <p>Beetle Boy - MG Leonard</p> <p>Cogheart – Peter Bunzl</p> <p>The Day I fell into a Fairy Tale – Ben Miller</p> <p>Ghost Garden – Emma Carroll</p> <p>Non-fiction books linked to the topic A range of poems from Pie Corbett's Poetry Spine</p> | <p>No Ballet Shoes in Syria –Catherine Bruton</p> <p>The Boy at the Back of the Class - Onjali Q. Raúf</p> <p>Street Child – Berlie Doherty</p> <p>Mary Poppins – P.L Travers</p> <p>The Secret Lake – Karen Inglis</p> <p>Non-fiction books linked to the topic A range of poems from Pie Corbett's Poetry Spine</p> | | | | | |