



**English Long Term Plan
Year 5**

"Whatever you do, work at it with all your heart" *Colossians 3:23*

Year 5	Autumn	Spring	Summer
Text level features	<ul style="list-style-type: none"> • plan their writing by: <ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • draft and write by: <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] • evaluate and edit by: <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear 		

Use of long sentences to enhance description or information	Standard English for verb inflections instead of local spoken forms Use of long sentences to enhance description or information	Appropriate choice of a pronoun or a noun within a sentence to avoid ambiguity Relative clauses beginning with who, which, that, where, when, whose	Appropriate choice of a pronoun or a noun within a sentence to avoid ambiguity Prepositions Comparatives and superlative adjectives	Standard English for verb inflections instead of local spoken forms Use of a simile at the start of a sentence Commas to mark clauses and fronted adverbials	Repetition to persuade Proper nouns Comparatives and superlatives Apostrophes to mark singular and plural possession	
Short sentence to move events on quickly	Commas to mark clauses and fronted adverbials Relative clauses beginning with who, which, that, where, when, whose	Develop complex sentences using main and subordinate clauses and the full range of conjunctions	The grammatical difference between plural and possessive s Commas to mark clauses and fronted adverbials	Full punctuation for direct speech Short sentence to move events on quickly	Develop complex sentences using main and subordinate clauses and the full range of conjunctions Use of rhetorical questions	
Prepositions	Elaboration of starters using adverbial phrases	Expanded –ed clauses as starters	Develop complex sentences using main and subordinate clauses and the full range of conjunctions	Sentence of three for action e.g. Sam rushed down the road, jumped on the bus and sank into his seat	Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning or effect	
Proper nouns	Use of rhetorical questions	Drop in –ed clause e.g. Poor Tim, exhausted by so much effort, ran home	Elaboration of starters using adverbial phrases	Develop complex sentences using main and subordinate clauses and the full range of conjunctions	Use of commas to clarify meaning or avoid ambiguity	
Dialogue – verb + adverb	Moving sentence chunks (how, when, where) for different effects	Dashes	Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning or effect	Elaboration of starters using adverbial phrases	Colons	
Secure use of simple/embellished simple sentences	Use of modal verbs to indicate degrees of possibility	Use of commas to clarify meaning or avoid ambiguity	Converting nouns or adjectives into verbs using suffixes	Drop in –ed clause		
Secure use of	Developed use of technical language Dashes	Stage directions in speech (speech + verb + action)		Moving sentence chunks (how, when,		

<p>compound sentences</p> <p>Expanded –ed clauses as starters e.g. encouraged by the bright weather, Jane...</p> <p>Elaboration of starters using adverbial phrases e.g. Beyond the dark gloom of the cave, Zach saw...</p> <p>Sentence reshaping</p>			<p>Brackets, dashes and commas for parenthesis</p>	<p>where) for different effects</p> <p>Use of modal verbs to indicate degrees of possibility</p> <p>Brackets, dashes and commas for parenthesis</p>		
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<p>techniques e.g. lengthening or shortening sentence for meaning or effect</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>						
<p>Spoken Language</p>	<p>Use relevant strategies to build their vocabulary</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>Use spoken language to develop understanding through speculating, hypothesising,</p>	<p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p>	<p>Use relevant strategies to build their vocabulary</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p>	<p>Articulate and justify answers, arguments and opinions</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Participate in discussions, presentations,</p>	<p>Use relevant strategies to build their vocabulary</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p>	<p>Articulate and justify answers, arguments and opinions</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Participate in discussions, presentations, performances, role</p>

	imagining and exploring ideas			performances, role play/improvisations and debates		play/improvisations and debates
Reading	<p>Identifying and discussing themes and conventions in and across a wide range of writing</p> <p>Making comparisons within and across books</p> <p>Asking questions to improve their understanding</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Provide reasoned justifications for their views.</p>	<p>Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</p> <p>Identifying how language, structure and presentation contribute to meaning</p> <p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p> <p>Asking questions to improve their understanding</p>	<p>Identifying and discussing themes and conventions in and across a wide range of writing</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p>	<p>Identifying and discussing themes and conventions in and across a wide range of writing</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Identifying how language, structure and presentation contribute to meaning</p> <p>Retrieve, record and present information from non-fiction</p> <p>Participate in discussions about books</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on</p>	<p>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</p> <p>Learning a wider range of poetry by heart</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Participate in discussions about books</p>	<p>Identifying how language, structure and presentation contribute to meaning</p> <p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>Provide reasoned justifications for their views.</p>

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