



English Long-Term Plan

Year 5	
Grammar & Punctuation	
Nouns & Adjectives	<ul style="list-style-type: none"> Abstract nouns <i>Love, hatred, beauty ...</i> Relative pronouns <i>who, whom, whose, which, that</i>
Verbs	<ul style="list-style-type: none"> Past perfect tense <i>I had finished the work.</i> <i>I had been working there for a year.</i> Modal verbs <i>could, should, might, may</i>
Sentence Type	<ul style="list-style-type: none"> Understand that a relative pronoun can be omitted, as long as the meaning is maintained. <i>She is one of those people whom you can trust.</i>
Punctuation	<ul style="list-style-type: none"> Convert spoken word into direct speech, where the reporting clause is embedded (with correct punctuation) <i>"Wait for me," she said, "I'm coming with you."</i> Use brackets, commas and dashes to indicate parentheses. Relative clauses are embedded within the main sentence using parentheses (brackets, commas, dashes) <i>The boy (who had muddy shoes) barged through the door.</i>
Text	<ul style="list-style-type: none"> Use adverbials to build cohesion within a paragraph. Use figures of speech in fiction and poetry to have a direct impact on the reader (similes, metaphors, personification, alliteration, onomatopoeia) Identify and organize ideas into paragraphs to indicate person, place or a jump in time. Identify and write a concluding paragraph in non-fiction writing.

Year 5	
Writing	
Planning, drafting and editing	<ul style="list-style-type: none"> Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed and use these as a basis for structuring their own writing. Link ideas across paragraphs using cohesive devices. Proofread work to précis (edit and shorten) longer passages by removing unnecessary repetition or irrelevant details. Proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements. Proofread to ensure the consistent and correct use of tense throughout a piece of writing ensure correct subject and verb agreement when using singular and plural. Begin to assess the effectiveness of their own and others' writing, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
Audience, Purpose and Structure	<ul style="list-style-type: none"> Produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. Describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace. Use dialogue to convey a character and to advance the action. Perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.
Transcription	<ul style="list-style-type: none"> Confidently use diagonal and horizontal joining strokes when writing independently to increase fluency. Begin to choose a standard of handwriting which is appropriate for a particular task, e.g. quick notes or a final handwritten version.
Spelling <small>SCHOOL TO AMEND THIS INTO TWO COLUMNS ACCORDING TO OWN SCHEME USED</small>	<ul style="list-style-type: none"> Endings which sound like /jəs/ spelt -cious or -tious Endings which sound like /jəl/ Words ending in -ant, -ance/-ancy, -ent, -ence/-ency Words ending in -able and -ible Words ending in -ably and -ibly Adding suffixes beginning with vowel letters to words ending in -fer Use of the hyphen Words with the /i:/ sound spelt ei after c Words containing the letter-string oug Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) Homophones and other words that are often confused Word List: accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, convenience, correspond, criticise, curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip (-ped, -ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht.

Year 5	
Reading	
Phonics and Decoding	<ul style="list-style-type: none"> Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. Apply their growing knowledge of root words,. Prefixes and suffixes/ word endings, including: <i>-sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and ible/ibly,</i> Read aloud fluently.
Common Exception Words	<ul style="list-style-type: none"> Read most Y5/ Y6 exception words in line with school's spelling scheme.
Fluency	<ul style="list-style-type: none"> Read aloud a range of moderately complex texts with fluency and phrasing, adjusting pace, volume, pitch and pronunciation to enhance meaning and expression. Vary pace according to purpose and audience. Read aloud with expression that reflects the author's purpose and meaning. Read approximately 110 words per minute accurately from age-appropriate text.
Narrative Technique	<p>Reading picture books, modern and classic novels and playscripts:</p> <ul style="list-style-type: none"> Distinguish between 1st person and 3rd person point of view. understand how these points of view influence narratives and affect understanding of characters and events. Begin to identify themes and symbols in texts they read.
Explore and Debate	<ul style="list-style-type: none"> Read a wide range of genres, identifying the characteristics of text types (such as the use of the first person) and differences between text types. Begin to evaluate texts by considering the author's purpose and intended audience. Begin to engage in debates and discussions about ethical issues presented in texts, considering multiple viewpoints and developing own opinions. Recommend texts to peers based on personal choice.
Authorial Intent	<ul style="list-style-type: none"> Discuss vocabulary used by the author to create effect, including figurative language. Evaluate the use of authors' language and explain how it has created an impact on the reader.
Inference and Prediction	<ul style="list-style-type: none"> Draw inferences from characters' feelings, thoughts and motives discussing how characters' actions can have multiple motivations and consequences. Draw inferences from nonfiction texts by analysing the author's purpose, tone, and bias. Make predictions based on details stated and implied, justifying them in detail with evidence from the text.
Poetry	<ul style="list-style-type: none"> Understand figurative language such as similes, metaphors, and personification in poetry. Discuss how poets use sound devices (alliteration, onomatopoeia) Read a wider range of poetry styles and poets, including classic and contemporary works. Discuss how cultural and historical contexts influence poets and their work.
Non-Fiction	<ul style="list-style-type: none"> Summarise nonfiction texts, focusing on identifying the main idea and supporting details while omitting irrelevant information.

Year 5	
Oracy	
Voice and Body Language	<ul style="list-style-type: none"> Deliberately varies tone of voice in order to convey meaning e.g. speaking authoritatively during an expert talk or speaking with pathos when telling a sad part of a story. Project their voice to a large audience e.g. whole school setting Gestures become increasingly natural. Consciously adapt tone, pace and volume of voice within a single context.
Vocabulary, Language and Rhetorical Techniques	<ul style="list-style-type: none"> Use an increasingly sophisticated range of sentence stems with fluency and accuracy to cite evidence and ask probing questions.
Content, Structure, Clarifying and Summarising, Self-Regulation and Reasoning	<ul style="list-style-type: none"> Draw upon knowledge of the world to support own point of view and explore different perspectives. Reflect on their own and others' oracy skills and identify how to improve.
Working with others, Listening and Responding, Confidence in Speaking, Audience and Awareness	<ul style="list-style-type: none"> Listen for extended periods of time including notetaking, drawing visual.