



Year 5 Long Term Plan - English



Autumn Term One	Text	Vocabulary	Teaching Resources			
Week One	Recount of Summer Holidays & Introduction to Y5 Alan Peat sentence types.					
Week Two & Week Four	Our Class Rules – Dear Parents by John Mayhew	Sincerely faithfully	Tier 2 Adhere Devise Tolerate Forbidden Acceptable permission	PUNCTUATION Ensure Year 4 punctuation recalled and embedded.	COMPOSITION To select appropriate vocabulary to create a formal tone To use modal verbs or adverbs to indicate possibility	Explore how to create a formal tone and create their own rules for a school or other organisation and present these as a formal letter to parents.
Week Three	Democracy Week – Speech writing	Implore Urge Encourage Desperate Community Committee Communicate Disastrous		PUNCTUATION Exclamation marks Bullet Points	COMPOSITION To use emotive language to convince an audience	To deliver a speech with clarity and good projection (Oracy KPI 3)
Week Five – Seven	World War II Newspaper Report about the Blitz (significant events in British history)	neighbour	Tier 2 barrage, condolences, dense, devastate, devastation, raid, survey, urgency Tier 3 Blitz, defuse, incendiary	GRAMMAR To use commas to indicate parenthesis > Parenthesis > John Smith (54) told us that... Josie Jones, a teacher..., Thelma Smith, a neighbour, etc.	COMPOSITION To select appropriate grammar and vocabulary by using direct and reported speech > investigate the difference between direct and reported speech	Create own newspaper article about an historic event.



Year 5 Long Term Plan - English



Autumn Term Two						
Week One Week Two	Alien Invasion! Told in the first-person past tense	existence	Tier 2 alien, alienate, apologise, apology, deep, deepen, note, notify	VOCABULARY To convert nouns or adjectives into verbs using suffixes > Investigate the suffix ate and other suffixes that create verbs e.g. Alien (alienate) deep, deepen, apology, apologise note, notify...	GRAMMAR To write in the past perfect tense > Past perfect structures e.g. I had been reading my comic when I looked up...it had been like any other day...the aliens had tried the first house with no luck... I had forgotten my laser gun, what could I do! I'd always doubted the existence of aliens...	Write a story about an alien invasion
Week Three Week Four	Renewable energy	environment government	Tier 2 campaign, convert, decompose, dependably, deplete, devastate, exhaust, generate, overreaction, replenish, surplus, sustainable Tier 3 biomass, climate, emission, geothermal energy, greenhouse gas, hydro power, ozone layer, pollutant, renewable, solar power, wind power	VOCABULARY To add the prefixes 'over-', 'de-' and 're-' to words > Morphology/ etymology: Investigate the origin, meaning and effect of the prefix re- and other prefixes.	GRAMMAR To use causal conjunctions to link ideas within paragraphs > Investigate and explore the use of causal and logical conjunctions and adverbials e.g. as a consequence, as a result of, therefore etc.	Write a persuasive article about reducing single-use plastic



Year 5 Long Term Plan - English

Week Five Week Six	Jabberwocky	brilliant fabulous miserable joyous triumph tithe		VOCABULARY To edit work with purple pen and upscale vocabulary to have a bigger impact on reader.	GRAMMAR To use consistent capitalisation to suit context of written work. POETIC DEVICES Alliteration Onomatopoeia Personification Metaphor	To have written and have performed a poem.
Spring Term One	Text	Vocabulary		Teaching Resources		
Week One	Recount of Christmas Holidays Revise and review: Y5 Alan Peat sentence types.					
ENRICHMENT WEEK AND RESIDENTIAL						
Week Four Week Five	Diary of Neil Armstrong	sacrifice, guarantee	Tier 2 ascent, cumbersome, destination, insignificant, intense, leaky, mission, preparations, trudge, valves Tier 3 atmosphere, cockpit, Command Module, docked,	VOCABULARY To distinguish between homophones and other words that are often confused (homonyms and homographs) > Explore words with polysemic meanings and use them in different contexts e.g. atmosphere, take-off etc.	GRAMMAR To use commas to clarify meaning and avoid ambiguity The use of commas to avoid ambiguity. > Let's land, Michael. > Shall we walk, Buzz? Etc.	To write a diary in role as Buzz Aldrin or Michael Collins.



Year 5 Long Term Plan - English



			gravity, launch, Lunar module, orbit			
Spring Term Two						
Week One	Visit Greece	leisure frequently		VOCABULARY To use knowledge of morphology and etymology in spelling ... > Explore how words are related in form and meaning through the study of root words, prefixes and suffixes based on key words in the model text e.g. heritage (heir, inherit, inherited, heirloom etc), cultural, historic etc.	PUNCTUATION To use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun > Relative clauses e.g. Yorkshire, which is known as God's own county... Sheffield, a city once famous for its steel industry... the National Parks, that are visited by thousands	Create a persuasive leaflet about a location in England
Week Two						
WORLD BOOK DAY						
Week Three	Biographical account about Katherine Johnson	achieve prejudice programme (program) opportunity	Tier 2 acknowledged, assertive, asset, congratulate, discrimination, exceed, indispensable, inspired, install, manually, originate, permit, proposed, research Tier 3 atmosphere, mathematician	GRAMMAR To use the perfect form of verbs to mark relationships of time and cause > Explore how to use the past perfect tense.	COMPOSITION To proofread, proposing changes to punctuation > Punctuate the passage. Proofread a passage to add suitable and missing punctuation.	Research and write a biography about another significant individual in the field of space exploration
Week Four						



Year 5 Long Term Plan - English



Summer Term One						
Week One Week Two	Is your child fit and healthy		Tier 2 priority, inspire, globe, prioritise, benefits, cornucopia Tier 3 active, healthy, inactive, metabolism, activity, vigorous, lethargic, physical	VOCABULARY To select appropriate vocabulary, using their knowledge of synonyms.	GRAMMAR To use modal verbs or adverbs to indicate possibility PUNCTATION To use brackets, dashes or commas to indicate parenthesis	Children to write their own leaflets for parents about the importance of healthy eating
Week Three Week Four	Water cycle haiku		Tier 2 bond, drift, droplet, poised, released Tier 3 cloud, condensation, condense, evaporate, evaporation, gas, liquid, particles, precipitation, solid, transpiration,	VOCABULARY To select appropriate synonyms in my writing	COMPOSITION To explore figurative language choices used by writers - personification > Investigate how poets use personification in their writing	Plan, write and edit a water cycle poem based on the model text. > Read the poem aloud.
Week Five Week Six	Living things and their habitats (magazine article about an animal and its habitat)	individual	Tier 2 abundant, humid, influence, mound, population, release Tier 3 adapt, climate, continent, desert, environment, habitat, offspring,	VOCABULARY To select appropriate ... vocabulary, understanding how such choices can change and enhance meaning > challenge children to create groups of five based on subjects e.g.	GRAMMAR To use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun > Using relative clauses (including those with an	Choose an animal. Research its lifecycle and lifestyle. Write fact sheet about the animal.



			polar, predator, rainforest, region, species, survive	five types of big cat, five different habitats, five words associated with lions etc. etc.	omitted pronoun) to add information > Lions, which can be found in... Lions, members of the cat family	
Week Seven	Letter to an Agony Aunt.	sincerely, suggest, embarrass/ ed	Tier 2 advice, advise, agony, autism, concern, deliver, guilty, literally, remedy, solution	COMPOSITION To select appropriate synonyms in my writing > Synonyms: explore words children may already know such as help, worry, pain and explore how synonyms such as solution, concern and advice can be used in their place. Reflect on the effect of these synonym choices on meaning.	GRAMMAR To indicate degrees of possibility by using modal verbs. > Modal verbs > What should I do? I think you may want to... You should talk to your teacher...	Write letter and answer from Agony Aunt setting out what you could, should might want to do to remedy a situation.
Summer Term Two						
Week One	Compare the savoury recipes (formal and informal styles)	vegetable, temperature	Tier 2	VOCABULARY	COMPOSITION	Plan, write and edit their own savoury recipe.
Week Two			delicious, healthy, preparation, samosa, scrumptious Tier 3 carbohydrates, saturated, energy, fibre, protein	To select appropriate vocabulary, understanding how such choices change and enhance meaning (levels of formality through the use of appropriate synonyms) > Grade the synonyms: provide children with lists or cards of synonyms that they must grade from	To link ideas within and across paragraphs using adverbials of time and number > Creating cohesion with adverbials of time e.g. first, after that, next... > Noting that some of these will be fronted.	



Year 5 Long Term Plan - English

				least to most formal e.g. reduce, turn		
Week Three Week Four	A story set in the mountains.	foreign	Tier 2 admire, carved, dense, pillar, pursed, smother, strewn, weary Tier 3 compass, forest, glacier, mist, mountain, peak, plateau, summit, Trig Point, valley	VOCABULARY To select appropriate vocabulary when writing – using synonyms and antonyms > Investigate synonyms linked to mountains e.g. peak, ben (Scottish), beg, fell (English) etc.	COMPOSITION To use dialogue to convey character and advance action > Create a setting description using adverbials of place and context words associated with mountains	Plan, write and edit a journey story based on a mountain or another setting
Week Five Week Six	The Beatles History – changes to British culture/ music	Identity (identify), rhythm, signature	Tier 2 cultures, docked, equality, generation, influenced, inspired, meditation, musicians, segregated, tailored, tribute, vinyl records	COMPOSITION To précis longer passages of writing > learn how to create a precise	GRAMMAR To use brackets, dashes or commas to indicate parenthesis > investigate how brackets, dashes and commas are used to punctuate parenthesis	Research and write a question and answer article about a different musician or group