

English Medium Plan Year 5 Narratives.

2021-2022

Text Type:	<u>Other cultures</u>	<u>Suspense and mystery</u>	<u>Classic Literature</u>	<u>Films and plays</u>	<u>Myths and Legends</u>
Suggested Texts	Varjak Paw The Dragon of Krakow African Tales A Fistful of Pearls and Other Tales from Iraq Tall Story	The Magician's House Secret of Platform 13, Dial a Ghost The Ghost of Thomas Kempe A Stitch in Time Goosebumps Room 13	Peter Pan Wizard of Oz Alice in Wonderland Just William Wind in the Willows The Jungle Book Pollyanna	Our day out A roman play Harry Potter The Witches Midsummer Night's Dream. A Christmas Carol	Beowulf Arthur, High King of Britain The Tale of Tales Myths and Legends Arion and the Dolphin
Writing Outcome Suggestion	Retelling Diary entry Setting or character	Build a short story from a suspense novel using elements of drama and dilemmas within the storyline.	Examine and retell a classic tale within another time or using classical features.	Children plan their own script using conventions of a play script for performance.	Children develop characters from typical myths and legends. Using a journey and dilemma these are structured around a legend or mythical story.
Grammar	Cohesive devices Time adverbials Relative clauses Relative pronouns Adverbs of possibility Expanded nouns	Relative pronouns. Relative clauses. Use of commas to clarify meaning or avoid ambiguity Place. Modal verbs. Prepositional phrases.	Expanded noun phrases. Verb prefixes Modal verbs Converting nouns or adjectives into verbs using suffixes.	Tenses and tense type. Switching between perspective (first person and third person).	Different clause types. Expanded noun phrases. Complex sentences. Modal verbs Adverbials of time, place and frequency.
Punctuation	Speech marks and demarcating speech Commas for adverbials Commas for clauses Apostrophes	Brackets Dashes Commas Parenthesis Speech marks and demarcating speech.	Indicate parenthesis. Speech marks and demarcating speech. Commas for indicating adverbials or clauses.	Brackets Colons Commas for lists Commas for clarity	Commas for clauses Expanded noun phrases Commas for lists Colons for clauses Parenthesis

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<p>Text level features</p>	<ul style="list-style-type: none"> • Understanding and interpreting text. • Infer writers' perspectives • Compare different types of narrative • Reflect independently and critically on their own writing and edit and improve it • Experiment with different narrative forms and styles to write their own stories • Text structure and organisation. 	<ul style="list-style-type: none"> • Experiment with alternative ways of opening a story using, • Write from another character's point of view, write in the style of the author. • Settings with places the main character is unfamiliar with. • Different cultures often share views about the kinds of settings that seem mysterious. 	<ul style="list-style-type: none"> • Experiment with different narrative forms and styles to write their own stories • Vary pace and develop viewpoint through the use of direct and reported speech, portrayal of action, selection of detail • adapt sentence construction to different text types, purposes and readers • Use punctuation to clarify meaning in complex sentences • Use devices to build cohesion within a paragraph 	<ul style="list-style-type: none"> • Use punctuation to determine intonation and expression when reading aloud to a range of audiences. • Prepare play scripts to read aloud and perform, showing understanding through intonation, tone, volume. • Demarcate complex sentences using commas and explore ambiguity of meaning • Identify and use brackets and dashes for stage directions and setting the scene • Establish use of colons when a character speaks. 	<ul style="list-style-type: none"> • Blend action, dialogue and description within and across paragraph • Explore themes within and across texts e.g. heroism, friend or foe. • Explore meaning of words in context. • Read and watch British versions of Legends • Examine structure which is usually chronological, with one episode told after another, for example as the phases of a journey or the stages of an ongoing battle.
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Spelling					
Handwriting					

English Long Term Plan Year 5 Non-fiction

2021-2022

Text Type:	<u>Recount</u>	<u>Instructions</u>	<u>Explanations</u>	<u>Debating</u>	<u>Persuasive leaflet</u>
Suggested Texts	Police reports, Biographies and autobiographies. Reports from newspapers and television.	How to make a home for a hamster. How to catch a dragon Keeping safe online Any instructional text.	The deadliest creature Blades, boards and bikers Minecraft The book that eats people	School uniform Graffiti School rules Current affairs	Theme park Restaurant Gadgets Toys and games
Writing Outcome Suggestion	Children can select a real-life story and examine the events in history before retelling in chronological order from first or third person.	After examining different types of instructions, children create a detailed set of instructions of something related to their own life.	Children choose a topic or subject of interest and explain why it is important to them. This can be adapted to proving why something is the best etc.	Children research an important topic or question gathering evidence for each side of the argument. They deliver this in class in a drama scenario.	Children are to persuade a reader to follow their side of an argument of a popular cultural problem such as graffiti, school uniform and exams etc.
Grammar	Use of the correct verb Formality/informality Pronouns Different tenses First person/third person	Imperative verbs Modal verbs Expanded noun phrases Adverbials of time and frequency.	Complex sentences Subordinate clauses Relative clauses Consistent use of tense Adverbials of time and frequency.	Subordinating conjunctions Co-ordinating conjunctions Clause types Relative clauses	Modal verbs Imperative verbs Subordinating conjunctions Adverbials of time or place
Punctuation	Commas Parenthesis Demarcating direct and reported speech.	Commas for clarity Commas for lists Colons	Bullet points for lists Colons for lists Parenthesis using brackets, dashes and commas.	Commas to avoid ambiguity Parenthesis using brackets, dashes and commas.	Commas for adverbials of time and place

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<p>Text level features</p>	<ul style="list-style-type: none"> • Use and explore different question types and different ways words are used, including in formal and informal contexts • Identify different question types and evaluate their impact on the audience • Identify some different aspects of talk that vary between formal and informal. • Reflect on reading habits and preferences and plan personal reading. 	<ul style="list-style-type: none"> • To read and evaluate a range of instructional texts in terms of their: purposes, layout; clarity and usefulness; • Headings, subheadings and diagrams • Chronological order and sequencing • Rhetorical questions • Bullet points and note-making • To write instructional texts, and test them out. • To discuss, proof-read and edit their own 	<ul style="list-style-type: none"> • Present ideas which are effectively grouped • Consider whether to include images or other features to help the reader. • Decide on the viewpoint and carefully select the information • Organise the main points to be made in the best order and decide which points will build on one another, moving from the general to the specific. • Write in simple present tense • Ensure clarity and preciseness through precise 	<ul style="list-style-type: none"> • Present ideas which are effectively grouped and linked • Present arguments to the class or a group • Decide on the viewpoints to represent • Organise points into a logical order • Organise the main points to be made in the best order and decide which points will build on one another. • use rhetorical questions 	<ul style="list-style-type: none"> • Investigate use of persuasive devices: e.g. words and phrases • note-making: to fillet passages for relevant information and present ideas which are effectively grouped and linked; • Use of persuasive language and modal verbs • Cohesion across paragraphs using conjunctions and adverbials.
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	<ul style="list-style-type: none"> • Reflect independently and critically on their own writing and edit and improve it • Experiment with the order of sections and paragraphs to achieve different effects 	<p>writing for clarity and correctness</p> <ul style="list-style-type: none"> • Identify the imperative form in instructional writing and the past tense in recounts and use this awareness when writing for these purposes. 	<p>choice of vocabulary</p> <ul style="list-style-type: none"> • Provide an opening statement that illustrates the topic to be explained, ensuring to interest and address the reader e.g. • Plan paragraphs to present explanation in manageable chunks. • Identify intended audience and ensure language and structure are appropriate. 	<ul style="list-style-type: none"> • use a variety of hooks to engage and persuade the reader • address the reader - providing an opening statement that illustrates the topic to be discussed • Plan paragraphs to present arguments in manageable chunks. • Identify intended audience and ensure language and structure are appropriate 	<ul style="list-style-type: none"> • Exaggeration • Rhetorical questions • To construct an argument in note form or full text to persuade others of a point of view • To understand how writing can be adapted for different audiences and purposes, e.g. by changing vocabulary and sentence structures.
Spelling					

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Handwriting					
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English Long Term Plan Year 5 Poetry 2021-2022

Text Type:	Features of poetry
Suggested Texts	<p>Let Me Touch the Sky Funky chickens The Oxford Book of Story Poems Dark as a Midnight Dream</p>
Writing Outcome Suggestion	<p>Children experiment with raps or cinquains. Children develop a poem which uses metaphor, similes and imagery.</p>
Grammar	<p>Coordinating conjunctions Subordinating conjunctions</p>
Punctuation	<p>Commas for clarity Commas for clauses</p>
Text level features	<ul style="list-style-type: none"> • Explore, recognise and use the terms metaphor, simile, imagery. • Explain the effect on the reader of the authors' choice of language. • Learn a wider range of poems by heart. • Prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. • Select appropriate structure, vocabulary and grammar. • Use similar writing models. • Assess the effectiveness of own and others' writing in relation to audience and purpose. • Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. • Perform own compositions
Spelling	
Handwriting	