

St Thomas' CE Primary School

Year 5 English Long Term Planning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/ theme	The Final Frontier North America / Earth and Space		That's Entertainment History Since 1066		Sensational South America Rainforests / Animals	
Class text/ texts	Cosmic (PoR) (Science Link) James Peters (Black History Month)	Wonder (PoR) (North America) The Christmas Truce (Literacy Shed)	The Lost Happy Endings (The Literacy Company) The Lego Story (Literacy Shed)	Book Week – The Trial of the Wolf (Literacy Shed) The Queen of the Falls (The Literacy Company)	Journey to the River Sea (PoR) Pandora (Literacy Shed) Legend	
Extended Writing Outcomes	Newspaper report Reports - Leaflet for theme park Stories with flashbacks First person recounts from diff viewpoints	Non-chronological report Recounts - diary Narrative – Our Literary Heritage Letter Writing	Recounts - Biography Narrative - Building Tension Description Traditional tale from point of view of a character Poetry - Cinquain	Newspaper Report Reports – information leaflet Recounts – Biography Explanation Discussion	Persuasion Discussion Instructions Poetry - Rap Reports Legend	
Grammar focus for mastery (New teaching)	Converting nouns or adjectives into verbs using suffixes [for example, <i>-ate</i> ; <i>-ise</i> ; <i>-ify</i>] Indicating degrees of possibility using adverbs [for example, <i>perhaps</i> , <i>surely</i>] or modal verbs [for example, <i>might</i> , <i>should</i> , <i>will</i> , <i>must</i>] Devices to build cohesion within a paragraph [for example, <i>then</i> , <i>after that</i> , <i>this</i> , <i>firstly</i>]	Verb prefixes [for example, <i>dis-</i> , <i>de-</i> , <i>mis-</i> , <i>over-</i> and <i>re-</i>] Use of commas to clarify meaning or avoid ambiguity Brackets, dashes or commas to indicate parenthesis	Relative clauses beginning with <i>who</i> , <i>which</i> , <i>where</i> , <i>when</i> , <i>whose</i> , <i>that</i> , or an omitted relative pronoun Brackets, dashes or commas to indicate parenthesis Linking ideas across paragraphs using adverbials of time Devices to build cohesion within a paragraph [for example, <i>then</i> , <i>after that</i> , <i>this</i> , <i>firstly</i>]	Devices to build cohesion within a paragraph [for example, <i>then</i> , <i>after that</i> , <i>this</i> , <i>firstly</i>] Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before] Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	Revision of all end of Key Stage expectations.	

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Rising Stars Spelling List	Father Believe Rough Excellent Possible Confident Soldier Twelfth Language Definite Apparent Community Identity Vegetable Tolerant Immediate Vicious Changeable Advise Draught	Morning Explain Tough Persuade Curious Assistant Familiar Programme Bargain System Thorough Mischief Rhyme Special Precious Observation Substance Dependable Adorable Referred	Forty Steal Enough Terrible Sensible Temperature Stomach According Delicious Competition Desperate Equipment Average Frequent Restaurant Innocent Incredible Independent Considerate Deceive	Cough Profit Disaster Practice Especially Shoulder Recognise Lightning Dictionary Artificial Achieve Possible Communicate Aggressive Hesitate Applicable Preferred Reference Neighbour Malicious	Although Develop Exist Attached Desert Bruise Decent Further Symbol Signature Profession Individual Occurred Government Obedient Noticeable Conceive Doubt Weary Confidential	Suggest Marvellous Reasonable Comb Confident Accommodate Island Secretary Sincere Interfere Dough Relevant Physical Category Essential Proceed Principle Stationery Compliment Environment
Alan Peat sentences	<p>NOUN, who/ which/ where sentences</p> <p>Outside (inside) sentences</p> <p>The more, the more sentences</p> <p>Short sentences</p> <p>___ing, ___ed sentences</p> <p>Object/ Person (aka...) sentences</p> <p>Same word end of 2 sentences</p> <p>Getting worse, getting better sentences</p> <p>Sound! Cause sentences</p> <p>With an action, more action sentences</p>					

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Year 5: Detail of content to be introduced (statutory requirement)	
Word	Converting nouns or adjectives into verbs using suffixes [for example, <i>-ate</i> ; <i>-ise</i> ; <i>-ify</i>] Verb prefixes [for example, <i>dis-</i> , <i>de-</i> , <i>mis-</i> , <i>over-</i> and <i>re-</i>]
Sentence	Relative clauses beginning with <i>who</i> , <i>which</i> , <i>where</i> , <i>when</i> , <i>whose</i> , <i>that</i> , or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, <i>perhaps</i> , <i>surely</i>] or modal verbs [for example, <i>might</i> , <i>should</i> , <i>will</i> , <i>must</i>]
Text	Devices to build cohesion within a paragraph [for example, <i>then</i> , <i>after that</i> , <i>this</i> , <i>firstly</i>] Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]
Punctuation	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
Terminology for pupils	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity