



Year 5 Long Term Plan - English



Year 5 Long Term Plan - English						
Autumn Term One	Text	Vocabulary		Teaching Resources		
Week One	Recount of Summer Holidays & Introduction to Y5 Alan Peat sentences types.					
Week Two Week Three	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 Four Week Five	Biographical account of life and achievements of Tim Berners Lee	language	Tier 2 account, censorship, commercial, consultant, desire, devise, document, gadget, graduate, humble, inefficient, inspire, neutral, portable, prototype Tier 3 browser, engineer, hyperlinks, hypertext, Internet, metadata, network, processor, software, tweet	PUNCTUATION To use commas to clarify meaning > Investigate how commas are used to separate clauses to provide clarity	COMPOSITION To ensure correct subject and verb agreement > Subject/ verb agreement e.g. spot the errors including in sentences using perfect forms of verbs.	Research, plan and write a biography of another significant British individual > Ensure correct subject/ verb agreement and check that register is correct



Year 5 Long Term Plan - English

Week Six 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.
Autumn Term Two						
Week One Week Two	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.
Week 3 Week Four	A retelling of Beowulf's first battle (Grendel)	harass muscle (muscly)	Tier 2 battle, defeat, devour, gobbets, silhouette, sinew, slay, talons, tendril, writhing	VOCABULARY AND COMPOSITION To select appropriate synonyms in my writing > Investigate how prepositional phrases are used to create cohesion	GRAMMAR To link ideas across paragraphs using adverbials of time, place and number > Investigate how adverbials are used to create cohesion	Find out about Beowulf's other two battles. Choose one and retell the story.



Year 5 Long Term Plan - English



			Tier 3 longsword, mead			
Week Five	How to care for a pet.	recommend especially	Tier 2 affectionate, affectionate, appreciate, considerate, considerate, fortunate, fortune	VOCABULARY To explore the effect of adding the suffix '-ate' to words > Complete sentences with the missing word ending in -ate; write sentences showing how -ate changes the meaning of the root word.	PUNCTUATION To use adverbs to indicate possibility > Sort adverbs using a possibility scale.	Plan, write and edit own how to care booklet. > When editing, pupils should propose changes to grammar, vocabulary and punctuation to clarify meaning and create desired effects.
Week Six						
Spring Term One						
Spring Term One	Text	Vocabulary		Teaching Resources		
Spring Term One						
Week One	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 Two						
Week Three	Biographical account about Katherine Johnson	achieve prejudice programme (program) opportunity	Tier 2 acknowledged, assertive, asset, congratulate, discrimination, exceed,	GRAMMAR To use the perfect form of verbs to mark relationships of time and cause	COMPOSITION To proofread, proposing changes to punctuation > Punctuate the passage. Proofread a passage to add	Research and write a biography about another significant individual in the field of space exploration
Week Four						



Year 5 Long Term Plan - English



			Module, docked, gravity, launch, Lunar module, orbit			
Spring Term Two						
Week One	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 Two						
Week Three	Renewable energy	environment government	Tier 2 campaign, convert, decompose, dependably, deplete, devastate, exhaust, generate, overreaction, replenish, surplus, sustainable	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
Week Four			Tier 3 biomass, climate, emission, geothermal energy, greenhouse gas,			



Year 5 Long Term Plan - English

			hydro power, ozone layer, pollutant, renewable, solar power, wind power			
Week Five	Email to a friend	excellent		<p>VOCABULARY</p> <p>To use their knowledge of grammar and vocabulary to write in an informal style</p> <p>> Spot the pairs – formal and informal words and phrases. E.g. a card sort activity where words/ phrases from opposite ends of the register range are spotted and paired (determined/ don't give up...)</p>	<p>PUNCTUATION</p> <p>To use brackets, dashes or commas to indicate parenthesis</p> <p>> Parenthesis. e.g. pairs of dashes frequently used within emails</p>	Write an email/ or a reply to the email.
Summer Term One						
Week One	Living things and their habitats (magazine article about an animal and its habitat)	individual	<p>Tier 2 abundant, humid, influence, mound, population, release</p> <p>Tier 3 adapt, climate, continent, desert, environment, habitat, offspring, polar, predator, rainforest, region, species, survive</p>	<p>VOCABULARY</p> <p>To select appropriate ... vocabulary, understanding how such choices can change and enhance meaning</p> <p>> challenge children to create groups of five based on subjects e.g. five types of big cat, five different habitats, five</p>	<p>GRAMMAR</p> <p>To use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun</p> <p>> Using relative clauses (including those with an omitted pronoun) to add information</p>	Choose an animal. Research its lifecycle and lifestyle. Write fact sheet about the animal.
Week Two						



Year 5 Long Term Plan - English

				words associated with lions etc. etc.	> Lions, which can be found in... Lions, members of the cat family	
Week Three Week Four	How Odin Created the World (Norse creation myth)		Tier 2 banish, create, decisively, dwell, inhabit, void, warily	VOCABULARY To select appropriate vocabulary (exploring synonyms) > Etymology: Explore the etymology of the word 'wisdom' which is of Anglo- Saxon and Germanic heritage like the story of Odin.	COMPOSITION To use dialogue to convey character and advance action > Direct speech and reporting clauses used to progress action e.g. "Let's run..." said Odin fearlessly... "I'm following," she replied breathlessly as she chased after him...	> Write own story about the creation of the world/ story about Odin.
Week Five Week Six	Compare the savoury recipes (formal and informal styles)	vegetable, temperature	Tier 2 delicious, healthy, preparation, samosa, scrumptious Tier 3 carbohydrates, saturated, energy, fibre, protein	VOCABULARY 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 least to most formal e.g. reduce, turn	COMPOSITION 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.	Plan, write and edit their own savoury recipe.
Summer Term Two						



Year 5 Long Term Plan - English

Week One	Water cycle haiku		Tier 2 bond, drift, droplet, poised, released	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 Two			Tier 3 cloud, condensation, condense, evaporate, evaporation, gas, liquid, particles, precipitation, solid, transpiration,			
Week Three	Lifecycle of a frog	develop	Tier 2 absorb, emerge, external, secrete	GRAMMAR To express cause using conjunctions > Revisit causal conjunctions and how these are used to extend sentences	PUNCTUATION To use brackets, dashes and commas to indicate parenthesis > Explore how brackets, dashes and commas are used to punctuate parenthesis	Write an explanation text of a lifecycle of another animal.
Week Four			Tier 3 amphibian, exothermic, hibernate, larva, lifecycles, metamorphosis, predator, tympanum, vertebrate			
Week Five	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
Week Six						



Year 5 Long Term Plan - English

