



English Long-Term Plan Year 5

2023 - 2024

Advent Term			
1 st half term 6.5 weeks			
Study	Text Type/ Story type and writing focus	Stimulus/Context	Grammar
Assessment (0.5 weeks)	Letter to teacher	Letter from teacher	Assess children against Year 4 grammar targets
Novel Study (2 weeks) ASSESSMENT	Diary <i>(either main character's point of view)</i> Newspaper <i>(What impact the watertower is having on the town)</i> Story ending Setting/Character description	The Watertower	<i>Non-negotiables:</i> <i>Correct use of full stops (no comma splicing)</i> <i>High frequency words (1st 300)</i> Capital letters . ! and ? Comma after fronted adverbial Apostrophes Prepositions
Non-Fiction (3 weeks)	Biography	The Queen	<i>Non-negotiables:</i> <i>Correct use of full stops (no comma splicing)</i> <i>High frequency words (1st 300)</i> Subordination Relative clauses and relative pronouns Paragraphing (TiP ToP)
Poetry (1 week)	Analyse poetry	The Highwayman	<i>Non-negotiables:</i> <i>Correct use of full stops (no comma splicing)</i> <i>High frequency words (1st 300)</i>
2 nd half term 9 weeks			
Study	Text Type/ Story type and writing focus	Stimulus/Context	Grammar
Narrative (2 weeks)	Type: Defeating the monster tale Focus: Character	Greek myths <i>Theseus and the Minotaur</i> <i>Perseus and Medusa</i>	<i>Non-negotiables:</i> <i>Correct use of full stops (no comma splicing)</i> <i>Paragraphing</i> <i>High frequency words (1st 300)</i> <i>Suffixes</i> Embedded clauses Parenthesis Audience/purpose

Novel Study (3 weeks) ASSESSMENT	Biography <i>(Gobber the Belch/Stoik the Vast)</i> Non-chronological report <i>(dragons)</i> Persuasion <i>(not to be exiled)</i>	How to Train Your Dragon	<i>Non-negotiables:</i> <i>Correct use of full stops</i> <i>(no comma splicing)</i> <i>Paragraphing</i> <i>High frequency words (1st 300)</i> <i>Suffixes</i> All Y5 grammar taught in previous units
Non-Fiction (3 weeks)	Discursive <i>(Jaffa Cakes)</i>		<i>Non-negotiables:</i> <i>Correct use of full stops</i> <i>(no comma splicing)</i> <i>Paragraphing</i> <i>High frequency words (1st 300)</i> <i>Suffixes</i> Modal verbs Determiners
Assessment week			
Lent Term			
1 st half term 6 weeks			
Study	Text Type/ Story type and writing focus	Stimulus/Context	Grammar
Narrative (3 weeks)	Type: Mystery tales Focus: Dialogue	High Rise Mystery <i>by Sharna Jackson</i>	<i>Non-negotiables:</i> <i>Correct use of full stops</i> <i>(no comma splicing)</i> <i>Paragraphing</i> <i>Correct use of tense</i> <i>(including modals)</i> <i>High frequency words (1st 300)</i> <i>Suffixes</i> <i>Prefixes</i> Dialogue punctuation Past perfect tense Verb prefixes
Poetry (1 week)	Write poetry	The Night Mail by W. H. Ouden	<i>Non-negotiables:</i> <i>Correct use of full stops</i> <i>(no comma splicing)</i> <i>Paragraphing</i> <i>Correct use of tense</i> <i>(including modals)</i> <i>High frequency words (1st 300)</i> <i>Suffixes</i> <i>Prefixes</i>
Non-Fiction (2 weeks)	Non-chronological reports	Planets	<i>Non-negotiables:</i> <i>Correct use of full stops</i> <i>(no comma splicing)</i>

			<p><i>Paragraphing</i> <i>Correct use of tense (including modals)</i> <i>High frequency words (1st 300)</i> <i>Suffixes</i> <i>Prefixes</i> <i>Y5/6 words (any that are used)</i></p> <p>Simple, compound and complex sentences (recap) speech (recap) creating compound sentences with comma before but fronted adverbials (recap) subordinate clauses (end of sentences) subordinate clauses (beginning of sentence)</p>
2nd half term 4 weeks			
Study	Text Type/ Story type and writing focus	Stimulus/Context	Grammar
<p>Novel study (2 weeks)</p> <p>ASSESSMENT</p>	<p>Newspaper (<i>death of Duncan</i>)</p> <p>Discussion (<i>to kill Duncan or not</i>)</p> <p>Setting/Character description (<i>the witches</i>)</p>	Macbeth	<p><i>Non-negotiables:</i> <i>Correct use of full stops (no comma splicing)</i> <i>Paragraphing</i> <i>Correct use of tense (including modals)</i> <i>Commas to separate clauses (and in speech and embedded)</i> <i>High frequency words (1st 300)</i> <i>Suffixes</i> <i>Prefixes</i> <i>Y5/6 words (any that are used)</i></p> <p>No explicitly taught grammar as this is an assessment unit for the previously taught grammar</p>
Non-Fiction (2 weeks)	Persuasion	Stormbreaker	<p><i>Non-negotiables:</i> <i>Correct use of full stops (no comma splicing)</i> <i>Non-negotiables:</i> <i>Correct use of full stops (no comma splicing)</i> <i>Paragraphing</i> <i>Correct use of tense (including modals)</i> <i>High frequency words (1st 300)</i></p>

			<i>Suffixes</i> <i>Prefixes</i> Varied sentences, including subordination
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Pentecost Term			
1 st half term 7 weeks			
Study	Text Type/ Story type and writing focus	Stimulus/Context	Grammar
Non-Fiction (2 weeks)	Newspaper reports	Fairy Tales	<i>Non-negotiables:</i> <i>Correct use of full stops (no comma splicing)</i> <i>Paragraphing</i> <i>Correct use of tense (including modals)</i> <i>Commas to separate clauses (and in speech and embedded)</i> <i>Ideas are linked cohesively</i> <i>High frequency words (1st 300)</i> <i>Suffixes</i> <i>Prefixes</i> <i>Y5/6 words (any that are used)</i> Formality Subordination Direct and indirect quotes Relative clauses parenthesis
Narrative (2.5 weeks)	Type: Journey tale Focus: Setting	Kensuke's Kingdom	<i>Non-negotiables:</i> <i>Correct use of full stops (no comma splicing)</i> <i>Paragraphing</i> <i>Correct use of tense (including modals)</i> <i>Commas to separate clauses (and in speech and embedded)</i> <i>Ideas are linked cohesively</i> <i>High frequency words (1st 300)</i> <i>Suffixes</i> <i>Prefixes</i> <i>Y5/6 words (any that are used)</i> Simple, compound and complex sentences (recap) speech (recap)

			creating compound sentences with comma before but fronted adverbials (recap) subordinate clauses (end of sentences) subordinate clauses (beginning of sentence)
Poetry (1 week)	Perform poetry	Dis Poetry by Benjamin Zephaniah	<i>Non-negotiables:</i> <i>Correct use of full stops (no comma splicing)</i> <i>Paragraphing</i> <i>Correct use of tense (including modals)</i> <i>Commas to separate clauses (and in speech and embedded)</i> <i>Ideas are linked cohesively</i> <i>High frequency words (1st 300)</i> <i>Suffixes</i> <i>Prefixes</i> <i>Y5/6 words (any that are used)</i>
Independent grammar (1 week)			Recap anything specifically needed by cohort
Assessment (1 week)			
2nd half term 6 weeks			
Study	Text Type/ Story type and writing focus	Stimulus/Context	Grammar
Non-Fiction (2 weeks)	Explanation	Lifecycles	<i>Non-negotiables:</i> <i>Correct use of full stops (no comma splicing)</i> <i>Paragraphing</i> <i>Correct use of tense (including modals)</i> <i>Commas to separate clauses (and in speech and embedded)</i> <i>Ideas are linked cohesively</i> <i>High frequency words (1st 300)</i> <i>Suffixes</i> <i>Prefixes</i> <i>Y5/6 words (any that are used)</i> Subordination Types of conjunction Parenthesis

<p>Other media study (2 weeks)</p> <p>ASSESSMENT</p>	<p>Biography <i>(P.T. Barnum)</i></p> <p>Persuasion <i>(letter from Barnum to the bank)</i></p> <p>Diary <i>(Bearded Lady)</i></p> <p>Newspaper report <i>(fire at the museum)</i></p>	Greatest Showman	<p><i>Non-negotiables:</i></p> <p><i>Correct use of full stops (no comma splicing)</i></p> <p><i>Paragraphing</i></p> <p><i>Correct use of tense (including modals)</i></p> <p><i>Commas to separate clauses (and in speech and embedded)</i></p> <p><i>Ideas are linked cohesively</i></p> <p><i>High frequency words (1st 300)</i></p> <p><i>Suffixes</i></p> <p><i>Prefixes</i></p> <p><i>Y5/6 words (any that are used)</i></p> <p>No explicitly taught grammar as this is an assessment unit for the previously taught grammar</p>
	Independent Grammar (1 week)		Revise all Y5 grammar
	Assessment (1 week)		

Key

Narrative
Non-Fiction
Poetry
Novel study
Independent Grammar
Other